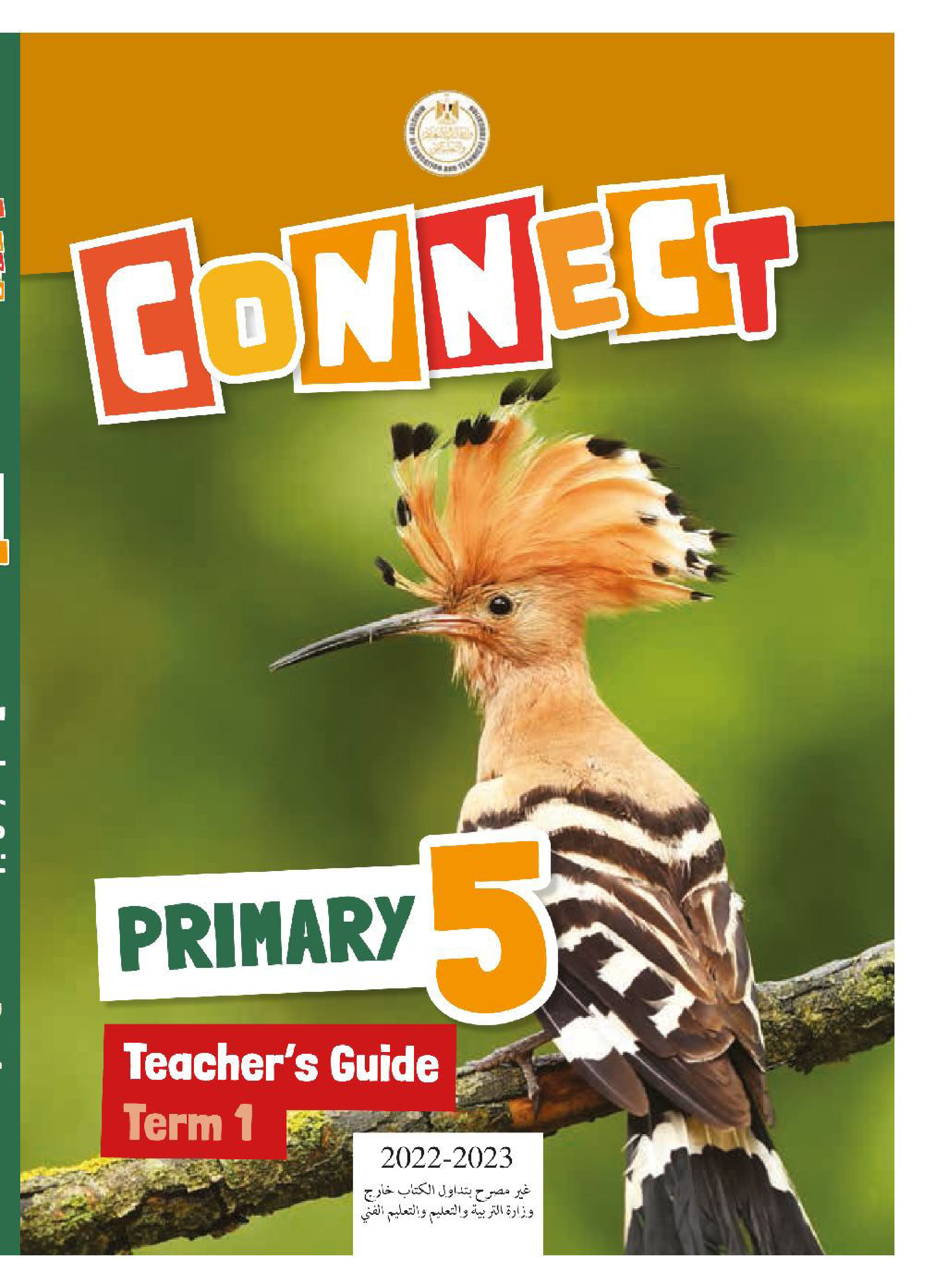

CONNECT
PRIMARY 5
Teacher's Guide
Term 1
2022-2023
غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

CONNECT



Teacher's Guide
Term 1

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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformational journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and the amazing team there. MOETE is also very grateful to the minister's there senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally – curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy
Minister of Education and Technical Education

Contents

Scope and sequence

Theme 1 I discover myself

Unit	Vocabulary	Language	Skills
1 We plant our food	*bananas, beans, cakes, candy, carrots, chocolate, coconuts, eggs, grapes, lemons, limes, mangoes, milk, onions, pineapples, rice, chickpeas, ingredients, legumes, seeds, rows, harvest, energy, producers, consumers, decomposers, primary, secondary, tertiary, castle, giant, grabbed, chopped, cage*	*Hello, what would you like? I'd like some carrots, please. Are there any beans? Yes, there are/No, there aren't.* Making suggestions: *How about buying some coconuts?* Countable and uncountable foods with *a, an, some,* and *any*	**Reading:** Text about the production of chickpeas from the farm to the dinner table Text about a food chain Food diaries A fairy tale: *Jack and the Beanstalk* Reading a recipe for *basbousa* **Listening:** dialog between two friends about healthy and unhealthy food, and food preferences Dialog at the market **Speaking** Roleplaying a dialog between customers and market sellers, discussion about food production, discussion about personal diet and how to make sensible food choices **Writing:** Write a recipe for a healthy meal giving ingredients and instructions **Project:** Making a poster about the production and use of a locally-produced fruit, vegetable, or legume
2 I want to be healthy!	Activities: *football, handball, karate, kung fu, sailing, swimming, squash, tennis, tennis ball* Places and equipment: *football, football boots, football pitch, karate suit, tennis court, swimming pool, squash rackets, swimming goggles* *toxic, air fresheners, emissions, acid, shade, greenhouses, nightmare*	*What are you good/ great/bad at?* *I'm good at playing football, but I'm bad at sailing. What about you?* *I'm good at playing football because I can run fast.* Review of comparatives (i.e., *worse than, better than*) superlatives	**Reading:** Text about environmental issues A sports biography about Hedaya Malak **Listening:** about sports results/sports equipment/sports news **Speaking:** Discussing sports and leisure preferences, saying what I'm good or bad at, discussion about what we can do to protect the air, sea, and trees **Writing:** Solutions for the protection of the air, seas, and trees. A sports biography of a famous Egyptian sportsperson **Project :** Research and give a presentation about how to help my local environment by offering solutions to current issues
3 How do I look?	*T-shirt, sunglasses, swimming shorts, scarf, sweater, sneakers, necklace, pajamas, spotted, stripes, robe, pockets, sleeves, pearl, man-made* *mountain, glacier, river, flood, rainforest, desert, waterfalls, fossils, erosion, sand dunes, fertile, river banks, canal, sculptures*	Infinitive of purpose i.e., *I wore a galabeya to stay cool, She went to town to buy a sweater.* Past simple i.e., *I went to my bedroom to go to sleep, Tarek went to the market to buy some oranges.*	**Reading:** Text about the natural features of the Nile Delta, the Nile Valley, and the Fayoum Depression Text about how different natural features are formed through wind and soil erosion Text about traditional clothes and those for special festivals. A fairy tale: *The Elves and the Shoemaker* Blog about different school uniforms Text about traditional clothes worn in Mexico **Listening:** Packing for a holiday to AL Fayoum Listening and identifying clothes from a description **Speaking:** Discussing traditional clothes, talking about favorite clothes, and those for special festivals **Writing:** A description of your favorite clothes using a range of adjectives about opinion, size, age, color, and material **Project:** Research traditional clothes from a chosen country and write a leaflet

Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
Identify and pronounce initial, medial, and final phonemes in spoken single- syllable words e.g., cake, lime, bean, grape, egg, milk, rice, candy. Identify spelling correspondences for additional common vowels, e.g., cake, rain, gray.	**Self-expression/ independence** Choose a recipe to write about Understanding and putting a process in order (chickpeas from farm to table) **Decision making:** Deciding which meals are healthy and living a healthy life	**Showing respect for others:** Respecting differences and respecting people who help us by asking for things politely Giving constructive feedback to peers	**Making sensible food choices** How to live a healthier life	**Science:** Food chain Review of where our food comes from **Math:** Decimal fractions **Project:** Making a poster about the production and use of a locally produced fruit, vegetable, or legume
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Distinguish between short and long vowel sounds. Identify the number of syllables in two-syllable words.	**Critical thinking:** Possible solutions about how to make local environments less polluted and more pleasant		**Environmental responsibility** What can we do to make our environment a better place to live?	**Social studies:** Solutions to improve the local environment **Math:** Add and subtract decimals to thousandths; solve problems **Project:** Ideas to make local cities and communities less polluted and more pleasant
Distinguish rules for simple past tense (i.e.,/d/, /t/, and / ɪd/.)	**Respect for diversity:** Understanding how other people dress and their unique identity	**Mercy** Talking about why people help others Appreciating differences	**Non-discrimination** Traditional clothing from around the world	**Science:** How different natural features are formed through wind and soil erosion **Social studies and Geography:** The natural features of different regions in Egypt (Nile Delta, Nile Valley, Fayoum Depression) **Math:** Multiply multi-digit numbers **Culture:** Traditional clothes from Mexico **Project:** Research traditional clothes from a chosen country and write a leaflet

Theme 2 Myself and others

Unit	Vocabulary	Language	Skills
4 **Looking after our world**	*forest, island, lake, mountain, coral reefs, river, waterfall, rare, reign, sunsets, tombs, messy, weeds community, glad, hiking, eco-lodges, suitable, atmosphere, normal, livestock farming, greenhouse effect, blanket, dive, environment, hotels, wildlife, pollution, surprise*	Past Continuous i.e., *We were walking in one of the Nubian villages this morning.* *What were you doing at (8am) yesterday ? I was going to school.*	**Reading:** Text about the causes and results of climate change. Text about the greenhouse effect Text about a community garden Text about an eco-resort in Taba **Listening:** My visit to Elephantine Island The positive and negative things about tourism **Speaking:** Discussing and identifying villages, cities, and towns in Egypt, and personal preferences Talking about what you were doing at specific times in the past Talking about the positive and negative aspects of eco-tourism Talking about the benefits of taking part in a community garden project **Writing:** Research and write a flyer about eco-tourism **Project:** Researching and creating a flyer about an eco-destination Working collaboratively
5 **Jobs we do**	*crab, fish, insect, rocks, sand, seaweed, sunlight, tree, water dentist, teacher, vet, biologist, journalist, receptionist, pianist, scientist, scribe, craftsman, grains, doctor, trader, ecosystem, living, non-living, rockpool, souvenirs, skillful, hieroglyphs, dolphins, monkeys, coast, endangered, jackals, spices, reeds, welcoming, archaeologist, move, buzzing, relaxing, fence, carry on*	Present Simple third person singular endings i.e., *She catches a bus, He flies a plane, It eats fruit.* *Must* for things that we have to do, and *mustn't* for things we are not allowed to do i.e., *I must do my homework, I mustn't walk on the grass.*	**Reading:** Text about why ecosystems are important Texts about different jobs in tourism A fable: *The Ant and the Grasshopper* Text about working in a team **Listening:** Jobs in Ancient Egypt Why are ecosystems important? My trip to Nubia with a tour guide **Speaking:** Discussing different jobs Completing a survey about favorite jobs **Writing:** Write short description of three jobs Write about some facts and other information for tourists in Nubia Pros and cons of certain jobs – a job you want and a job you don't want **Project:** A poster about teamwork
6 **What's the weather like?**	*cloud, ice, rain, rainbow, snow, sun, wind, cloudy, sunny, windy, rainy, heat wave, sandstorm, strong winds/storm, tidal wave, shade, cry, knocked, nearby, nature, fruit, leather, silver, milk, copper, nuts, eggs, tin cans, wood, cotton, natural resources, mineral resources, fossil fuels, renew, lead, zinc, economies*	Frequency adverbs i.e., *always, sometimes, usually, often, never.* *How often do you...?* *I often sit out on our balcony on hot nights.* *I'm always in bed by 11pm.*	**Reading:** Text about the weather in Egypt Text about a heat wave Texts about extreme weather events **Listening:** Weather in different Egyptian cities What are natural resources? **Speaking:** Discussion about favorite weather and season Discussion about what to do in a heat wave Talking about daily usage of natural resources **Writing:** Writing a list of ideas to help save water resources Writing an account of an extreme weather event Writing tips about keeping safe in extreme weather **Project:** Make a leaflet about keeping safe in extreme weather

Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
Recognize and pronounce three consonant clusters in initial position i.e., *scr-*, *str-*, and *thr-* Recognize and read grade-appropriate regularly spelled words	**Critical thinking:** Identifying cause and result in the natural world Identifying benefits of helping in your community	**Tolerance** Helping people at the community	**Citizenship** Helping my community	**Science:** Greenhouse gases and climate change **Social sciences:** Helping my community **Math:** Number sequences **Project:** Researching and creating a flyer about an eco-destination Working collaboratively
Read and correctly pronounce diphthongs /aʊ/, /aɪ/, and /ɔɪ/ The suffix *-ist* for jobs i.e., dentist, biologist	**Problem solving:** What we need to survive **Collaboration:** Make a poster about teamwork and how to work effectively in a team How to work out a solution when you disagree with someone	**Independence** What you can do now to help you in the future.	**Globalization** How tourism helps our community	**Science:** Different kinds of ecosystems, living and non-living things **Math:** Pie charts **Project:** A poster about teamwork
Differentiating between /p/ and /b/ i.e., *bull* and *pull*, *bear* and *pear* Identifying silent letters i.e., *clim**b***, *t**w**o*, ***h**our*, *i**s**land*, ***k**nife*, ***w**rite*	**Accountability** Behaving responsibly in emergencies	**Independence** Looking after our world How can we save water?	**Sustainable development** Balancing natural resources and economic developments	**Science:** Natural resources and their importance for the economy **Math:** Units of measurement **Project:** A leaflet about keeping safe in extreme weather

Introduction

The Egyptian Ministry of Education, Longman International Publishing, and York Press have developed *Connect 5* as part of a six-level school course. The *Connect* series (grades 4-6) build on the previous grades' philosophy and practices; and provide a wider scope of the outer world as well as a more vivid use of language in communicative, meaningful situations. Learning a second language requires communication to help students become active, life-long and responsible global citizens. *Connect 5* aims to prepare young learners for a dynamic future by focusing on language skills' integration, use of language in real-life situations, and using a pragmatic approach to modern issues and challenges. Students are consistently supported as they discuss, explore, and practice the English language throughout the book, while employing a communicative approach, contextualized language, and colorful age-appropriate topics that stimulate learners' curiosity.

Key features in every unit of Connect 5

CLIL (Content and Language Integrated Learning)

CLIL is about bringing the real world into the English language classroom. Students are exposed to language in real life contexts to learn the language and use it effectively; and consequently, acquire a deeper level of assimilation and understanding. Students explore where food comes from, how to be healthy, how to look after the planet, and jobs in the real world, among various other topics.

Unit themes are closely related to CLIL objectives. The curriculum integrates some relevant content areas such as math, science, and social studies in an engaging and interesting way; by exposing learners to topics that are genuinely interesting and raising the learner's motivation to help them develop into life-long learners.

Life Skills

Connect 5 builds on and supports the development of essential life skills within four dimensions of learning developed by the UNICEF for the MENA region, and adopted by the English language curriculum framework: *Learning to know, Learning to do, Learning to live together*, and *Learning to be*. The content of *Connect 5* supports the development of the four pillars and enables learners to develop the following key self-efficacy skills:

- ***Learning to know:*** creativity, critical thinking, and problem solving. We live in an age saturated with information and the modern learner is faced with the challenge of understanding how to process this information, when to question it, how to interpret it and what to do with that knowledge. *Connect 5* provides students with various, guided opportunities to research, collect, and combine information to build their own knowledge.

- ***Learning to do:*** productivity, negotiation, decision-making, and collaboration. Our modern world is a globalized, highly interconnected, and complicated place. Students need to know how to work effectively and respectfully with others. In *Connect 5*, students are provided with opportunities to work collaboratively to perform certain tasks, with a special focus directed to developing students' abilities to plan, carry out, produce, and assess their work.

- ***Learning to live together:*** participation, empathy, and respect for diversity. Our world is an exciting, diverse place in which every member of society should be treated with respect. *Connect 5* recognizes and values diversity in communities and acknowledges the dimensions of diversity (gender, color, ability, etc.) and how to work within diverse community contexts.

- ***Learning to be:*** self-management, communication, resilience, and accountability. In order to train learners to become productive, responsible global citizens, we need them to understand their own strengths and weaknesses. The *Connect 5* curriculum encourages students to work effectively and respectfully with others, and to learn from their mistakes.

Issues and Challenges

Part of being a responsible citizen is to explore some of the major issues and challenges experienced in one's country. These challenges are explored in the curriculum through themes such as: digital citizenship, loyalty and belonging, and environmental responsibility, with the aim of encouraging students to better understand how to effectively participate in finding solutions, especially for problems in their own environment.

PBL (Project-Based Learning)

In every unit and throughout the semester, students are encouraged to work collaboratively on a project. All projects have a specific outcome, for example to prepare a presentation, to write a recipe, to make a flyer, etc. Not only are the projects a chance to work collaboratively with classmates, but also to use the language and vocabulary from the unit in a meaningful context. On a bigger scale, projects are essential to provide an ongoing, formative assessment of students' language development.

Language Skills

Every unit gives students the opportunity to practice the four core skills of language learning: listening, speaking, reading, and writing. New language is always contextualized in an age-appropriate curriculum that encourages students to see, hear, and read the language before being asked to produce it, whether in spoken or in written form. This integrated approach mirrors real-life learning, and helps students develop learning skills which they can make use of throughout their lives.

Students are encouraged to read texts of various types and lengths to expand their vocabulary, and to improve their comprehension skills while they extract or infer from the written texts. As for productive skills, students begin to construct meaningful texts for authentic purposes with continuous enhancement of writing sub skills regularly. Students are encouraged to write biographies, recipes, make flyers, etc., while keeping an eye on the accuracy of their written products. It is very essential at this stage of learning to let students express their ideas, and then guide them to review their writings for correct grammar, spelling and punctuation.

Each unit in *Connect* 5 comprises six core lessons as well as a colorful unit opener.

Unit opener: Contains an engaging colorful image designed to activate prior knowledge, stimulate discussion, and elicit need for new vocabulary.
Lesson 1: Receptive skills and vocabulary. Lesson 1 often includes a reading or listening text designed to present the new vocabulary in a meaningful context.
Lesson 2: Often includes language input. New language is contextualized through texts, stories, or listening activities linked to the unit topics. Also, it might include a CLIL text designed to bring the real-world into the classroom and provide learners with a genuine need to communicate.
Lesson 3: May contain narrative or CLIL: Some topics deals with shopping lists, sports places and equipment, and favorite clothes, while other topics are more CLIL-related and include topics like eco-tourism and natural resources.
Lesson 4: The focus of this lesson is to often highlight pronunciation patterns in English. These might include certain sounds, word stress or word-building. There is also a math page which usually links to the topic of the unit.
Lesson 5: Students are provided with a model of writing which they analyze and are then asked to re-create. As writing requires practice and repetition, students are regularly encouraged to make notes, write drafts, and share their written work in order to improve their writing skills.
Lesson 6: Students are provided with opportunities to present a product which shows how students understand the unit's input. The product is usually accompanied by a presentation time. This gives students a chance to practice some skills like speaking clearly, managing body language, and receiving and responding to other students' feedback.
Self-Assessment: Learners reflect on the unit they have just completed and think about the things they found easy or challenging. This is also a good chance for the teacher to check learning and provide remedial support as needed

Introduction

Inclusion of students with mild disabilities

Seven categories of students with mild disabilities are integrated in the English language classroom. The following considerations are to be kept in mind when dealing with these students to help them perform well, and to provide high quality education for all.

Students' Category	Common Characteristics	Common Educational Strategies
Visual Impairment (low vision/complete blindness)	- Normal learning abilities - Strong sensory memory - Distinguished motivation, and less imagination ability - Difficulty in comprehending some concepts (such as spaces, colors, etc - Weakness in using facial / body expressions and gestures	- Converting written texts to audio clips - Writing assignments and texts in Braille - Accepting verbal answers instead of written ones in most requirements - Displaying texts and assignments using large font for low vision students
Auditory Impairment	- Low vocabulary acquisition - Difficulty with expressive language and inability to understand about 50% of class discussions - Challenges with verbal learning and understanding mixed speech topics - Difficulty linking audible words with their written symbols - Difficulty learning language expressing abstract concepts	- Presenting information directly and sequentially, moving from tangible to abstract concepts - Defining tasks before starting and fully clarifying them. - Adaptation of concepts (summarizing the verbal content / supporting it with pictures or illustrations / some visual clues for the visual content such as arrows and circles and coloring some words with the participation of the resource room teacher - Learnability and abstract thinking are not affected if presentation is made through visual language.
Intellectual Disability	- Distraction and poor concentration - Difficulty retaining and retrieving information; especially related to short-term memory - Lack of motivation to do the tasks required - Difficulty in transferring experience or transferring effects of learning from one situation to another - Obvious weakness in language usage, speech, and pronunciation of letters and words	- Gradual introduction to content (starting with the easiest part) - Providing clear and specific instructions - Providing enough time to perform the tasks required - Focusing on sensory activities - Providing incentives to encourage students to participate
Motor Disability and Cerebral Palsy	- Inability to do the task required at once - Language difficulties and lack of speech clarity to a degree that others cannot understand (due to poor control of the muscles of the tongue, lips, throat, and facial expressions) - Anxiety, shyness, isolation, lack of self-confidence and lack of social interaction	- Helping students perform tasks according to their health conditions - Reducing the amount of homework and classwork - Providing students with enough time to perform the required tasks

Autism	- Deficiency in attention, memory, and motivation - Difficulty of shifting from one topic or task to another - Need for clues (prompts) to help them remember and retrieve information - Better retention of visual information - Poor listening and speaking skills - Overreacting to noise (discomfort with bright lights) - Difficulty in distinguishing the relationship between figures and ground or background in pictures - Aversion if touched by others	- Providing enough re-explanation of the activity - Taking into consideration the autistic students cannot be required to look and listen at the same time (Due to the inability to process the information processed by vision and hearing at the same time) - Focusing on sensory activities rather than on words and phrases (employing pictures and activity charts in daily activities) - Talking to students in short sentences focusing on pronouncing key words audibly at the end of each sentence and explaining the activity before starting with specific tasks
Attention Deficit Hyperactivity Disorder (ADHD)	- Lack of attention, concentration, remembering and organization skills, and difficulty completing assigned tasks - Excessive physical movements and tendency to climb and swing - Difficulty making friends with peers, as well as difficulty playing games or engaging with others in activities that are done quietly - Difficulty with adaptive behavior and developing life skills	- Checking that instructions and directions are received correctly - Using activities and instructional aids that attract the students' attention - Dividing tasks and duties into less complex units and providing incentives for successfully completed tasks - Helping students sit in specific places while learning, to limit distraction and movement within the classroom - Allowing frequent breaks or time to move around - Assigning tasks that will be easily grasped by such students
Learning Disability	- Difficulty paying attention, concentrating, remembering and forming concepts, difficulty in verbal and visual perception, and deficiency in short-term memory - Difficulty in understanding audible materials; and in following verbal instructions - Difficulty in associating vocabulary with behavior and in distinguishing between similar words - Difficulty in choosing and remembering words that express their thoughts - Continuous movement - Rapid emotional changes or extreme calmness - Unwillingness to participate in class activities	- Breaking up long sentences and using most common words - Varying the tone of voice and providing adequate warming-up before new tasks - Taking into consideration the spaces between words and spelling errors

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Introduction

Inclusive Support to students with disabilities: language skills development

Writing Skills	1. Use both oral and written explanations of key concepts, rules, and skills. For example, write the rules on the board or on cards to regularly check comprehension. 2. Underline or highlight key phrases that are important for answering questions. 3. Summarize written texts into short paragraphs supported by expressive pictures; and answer the questions on each paragraph separately. 4. For visually impaired students, answers to written activities are provided with the help of the teacher or colleagues, or in Braille. 5. For sentence formation activities, students are to form simple and short sentences with the help of the teacher or colleagues, and the number of sentences is determined according to the students' abilities. 6. Provide the students with key words to help them write and compose sentences in the writing section (write sentences).
Reading skills	1. When displaying new vocabulary, each should be accompanied by pictures, photos or illustrations. 2. Underline or highlight key vocabulary and phrases in long reading texts. 3. Provide short summaries of enclosed reading texts. 4. Present reading texts orally for blind students and use a magnifying glass for low vision students. 5. Put the main sentences in sequence and identify them in the student's book then write them on the board. Refer to the sentences when answering the questions of the activity (Read again and answer).
Memory support	1. Revise previously studied concepts, vocabulary, structures, etc., before starting CLIL activities. 2. Provide inclusive support to students with disabilities by regularly checking their understanding.
Attention and understanding support	1. It may be difficult for some differently abled students (intellectually impaired- auditory impaired) to grasp all the words, concepts, structures, etc., of the lesson, so it is preferable to start by reviewing previously taught material that is related to the environment around them. 2. For language presented in visual illustrations, it is necessary to use touchable models, especially for blind and low vision students. 3. Sometimes, it might be necessary to state the purpose of the questions clearly and directly. 4. Whenever possible, use the resources room for introducing and practicing key concepts, structures, etc., before teaching them in the classroom. 5. When explaining new concepts, ideas, rules, etc., focus on the key points and place some cues around them (frame / circle) For example: eats catches flies 6. Design flash cards for the activities included in the Student's Book and draw a symbol that expresses them for intellectually impaired students to understand, and to facilitate shifting from one activity to another. 7. Make use of textured boards and other tools in the resources room.

Working in Groups	1. For group work activities, place differently abled students in pairs or in small groups supervised by the teacher. 2. Adopt one of the inclusion strategies for each group and ensure that the students are assigned appropriate tasks to perform. 3. When making presentations, make sure that differently abled students work in pairs or in small groups. Also, make sure that: - The presentation is around 5-7 minutes, and you accept possible signs, gestures, and any kind of verbal expression and correct answers (for various categories of intellectual disability / auditory impairment / autism / spectrum disorder) - The presentation relies on visual aids, and the language used should be in the form of simple, short written texts, with the commentary consisting of one sentence or more accompanied with a picture - The use of verbal language should be limited to the minimum possible practice (one word, one simple sentence or more) according to the degree of impairment
Listening	1. Divide the main audio files into shorter segments and comment on each short segment to help students focus on the audio parts (in the classroom, if possible, or in the resource room with the help of the resource room teacher). 2. When answering questions based on a listening text, play short parts of the text, ask the question more than once, seek answers and then play the next part and so on. 3. Summarize the content of listening passages into short sentences, and then repeat them more than once. 4. Repeat the whole word more than once when doing missing letters completion activities. 5. For auditory impaired students, present the listening texts in written form to help them read while colleagues are listening. 6. Stand close to auditory impaired students, facing them, to make sure they can distinguish the letters and note the breath length and shortness in phonics. Teachers should also alert them with a sign upon completion of each word, and coordinate with the resource room teacher to use the auditory training devices inside the room. 7. When repeating target words in the phonics class, make sure that differently abled students are participating.

Introduction

Techniques supporting inclusive teaching of students with disabilities

Unit 1

Lesson 1

Visual Impairment

1. Allow list recording through audio recording or using screen reader.
2. Read groups aloud to choose from.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD:

1. Place picture cards and their matching word cards on the board to the students and give them a chance to look at them well then remove the word cards and ask students to write the correct word next to its picture. Refer to the Student's Book and answer the activity (*Look and write*).

Lesson 2

Auditory Impairment

1. Write the words *Producers*, *Consumers* on the board supported by examples that students are familiar with to make the words clearer.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD.

1. Write the new words of the lesson (chickpeas - ingredient - legumes - seeds - digestive system) on the board in different colors, as specified in the Student's Book, to familiarize students with them throughout the lesson presentation, taking into account the provision of picture cards supported by words for the category of hearing impaired.
2. Use a short video explaining the food chain and comment on it in simple sentences, if possible.
3. View the illustrated model of the food chain presented on page (8) and then ask the students to look carefully at the picture and the word at the beginning of the illustrated model to take an intellectual perception of it and then close their eyes trying to remember the word and pronounce it loudly then write it in its right place.

Lesson 3

Auditory Impairment

1. Support the hearing impaired in activity No. 1 by giving them some flash cards for some items that can be on the list of purchases.
2. After hearing each part of the audio, the teacher determines the character around which that passage revolves and says the key words in it and displays them in cards or writes them on the board. Then the teacher works with the students to identify the character that corresponds with the picture in the Student's Book so that the students write the appropriate answers after each passage.
3. Write the words (*a-an-any-some*), each word in a different color on the board and give many examples of it for all inclusion categories.
4. The teacher of the hearing impaired must make sure to share flash cards of the items that Jana and her mom have, to ensure they comprehend the listening activity No. 8
5. Write healthy/unhealthy on the board and explain what is meant by these words through simple examples and other words previously introduced to students, before starting the activity.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD:

1. Play short segments of the audio file pausing at the end of each sentence to help students remember the words they hear and recall them, to correctly answer the questions related to them.
2. Use pictures of food menus of daily meals (breakfast, lunch, dinner) and write the word under the corresponding picture in a clear and large font.

Lesson 4

Visual Impairment

1. Read the matching exercises out loud to help the visually impaired choose the correct words.

Auditory Impairment

1. Explain and write the main ideas of Jack's story on the board and identify them in a book for the auditory impaired during the listening and reading exercises.
2. Hand out flash cards to those with auditory impairment to help them answer the questions.
3. Illustrate the idea of odd one out through more examples of everyday words, in addition to the examples given in the lesson.
4. Write the words containing the letters (ai, ay, a-e) in a distinct color for each letter combination. Teachers should stand at a close proximity to students while articulating the words to help students observe the lips of the teacher and to clarify that while some words are pronounced by making the same movement of the lips (pronunciation), they differ in writing. Give a few examples of these.
5. Work in pairs when answering activity number 4.
6. Distinguish fractions so that the numerator and denominator are both written in different colors. Allow students to use the calculator if they want.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD:

1. Summarize the text written under each image with only one specific and simple phrase
2. Write the new words used in the story: *castle, giant, cage, chopped,* and *grabbed* on the board in different colors and identify them in the story.
3. Clarify what these words express and explain them in a simple way to students. Then ask them to match the word to its corresponding description.
4. Write the words on the board and ask students to look carefully at them, then erase the words and rewrite them with missing letters. Ask students to write the missing letters.
5. Write the words *cake, snake, bake, stay, and rain*, and *color* the letters *a*, *ai*, and *ay* with different colors. Articulate the words clearly, emphasizing the colored letters. Ask students to repeat the words with an emphasis on pronouncing the colored letters. Write similar words and ask students to read them.
6. Use realia, such as sliced fruits, to model decimal fractions in a practical way that students can easily understand.

Lesson 5

Visual Impairment

1. Help the visually impaired to comprehend the fractions one-third (1/3), half (1/2), and three-quarters (3/4) through using sensory objects such as parts of a circle or through the amount of water in a cup.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Write the words in bold, in the Student's Book, on the board in different colors and focus on them when reading sentences
2. If possible, use a video of how to make *Basbousa* adding comments on the steps such as: *mix, cut, bake, boil, stuffed,* and *pour.*
3. Give key words that help students form sentences easily.

Lesson 6

Visual Impairment

1. Replace the drawing activity in the *Read and do* exercise, with one that is more appropriate for the visually impaired.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD:

1. Ask students to work with a partner to search for kinds of vegetables and fruits in Egypt.
2. Show students pictures of fruits and vegetables and ask them to draw their favorites to make their own posters.
3. Display the pictures and their corresponding words written in a clear font under each one. Then ask students to look at the picture and say the words. Tell them to close their eyes and try to say the words again and spell them. They should then write the words in their books.

Unit 2

Lesson 1

Visual Impairment

1. Replace the games with sensory activities to include the visually impaired.

Auditory Impairment

1. Draw students' attention to the words *karate*, *squash*, *sailing*, and *kung fu* for the *reading and listening* exercise and ask them to point at the words in their books.

2. After the second listening activity, help students with auditory impairment to put the four sentences in the correct order in their books.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Make the instructions simpler by using short and direct sentences, give the instructions starting with step 1, and make sure that student finish performing them before moving on to the next step. Make sure they understand the instructions and vocabulary they were given.

2. Show them flash cards for the different kinds of sports and write the name of each sport under the card in a clear way.

Lesson 2

Visual Impairment

1. Describe the content of the images in Arabic and ask visually impaired students to express them in English.

Auditory Impairment

1. Explain how to talk about sports they are *good* or *bad at* by writing clear examples on the board and highlighting them in different colors. Give students more examples, and make sure all the activities are clearly explained on the board.

2. Explain the *verb + ing* form on the board using two different colors, then give auditory impaired students more examples with the *-ing form* written in cards to help them with their answers.

3. Explain the decimals by writing *ones*, *tens*, *hundreds*, and *thousands* on the board using different colors, and help students with the addition exercise, using small numbers.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Give as many examples as possible to illustrate the use of *great / good / bad + at* and write them on the board using different colors for clarification. Then ask students to give other examples individually to make sure they understand.

2. Modify the *Listen again and complete* activity to one in which students choose between words and write them in their correct place

3. Provide sensory guidance to visually impaired students to help them follow the words they hear in the listening exercise.

Lesson 3

Visual Impairment

1. Help visually impaired students to determine the correct number of syllables of words by clearly articulating them.

Auditory Impairment

1. Give auditory impaired students a paper with sports places and equipment written on them to help the students with activity 1. Check their answers.
2. Ask students to work in pairs for the fourth and sixth activity.
3. Provide auditory training in the resource room for sounds /s/, /ɔ/, and /k/ and make sure students can closely observe your lip movement to distinguish the different sounds. Use flash cards or write the words on the board and highlight letters in different color
4. Make sure students closely observe your lip movement particularly for the *long vowel* activity.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Create a mind map for each sport and the place where it is played and include pictures. Write the name of the sport and the name of the place where it is played under each picture. Start with the most common sports and then introduce the rest of the sports.
2. Modify the *Listen again and complete* activity to one in which students choose between words and write them in their correct place.
3. Provide sensory guidance to *Create a Crossword* activity on the board using sticky cards written with the letters that will complete the words. Complete the activity in sequential order as it appears in the Student's Book.
4. Write the different syllables that make up each word in different colors, so that students can easily perceive them. For example, *spider* can be written in two different colors *spider*. Write the rest of the words in the activity in the same way so that students can perceive them visually. Then read out loud each syllable in a clear and audible voice. Ask students to pronounce the syllables to make sure they understand the lesson, then ask them to write the syllables individually in the book.

Lesson 4

Visual Impairment

1. Make sure to mention colors to the visually impaired as it is an informative and beneficial aspect that helps them to learn more about their natural surroundings.

Auditory Impairment

1. Use illustrations, pictures or flash cards to present the words *toxic*, *shade*, *acid*, *nightmare*, *greenhouse*, and *air freshener*.
2. For Exercise 5, ask students to work in pairs.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Divide the text into short sentences and put them in sequential order, emphasizing the main ideas and including important vocabulary items in the text such as *toxic*, *shade*, *acid*, *nightmare*, *greenhouse*, and *air freshener*.
2. If possible, show students pictures or flash cards of new vocabulary to make it easier for them to understand and complete the *Look and match* activity.
3. Refer students back to the main ideas previously written while reading the text and use them to complete the *Read the story and complete* activity.

Lesson 5

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Put the main sentences in sequential order and identify them in the Student's Book, then write them on the board to refer back to them while completing the *Read again and answer* activity.
2. Use a short video of Hidaya Malak. Add comments on it with sentences from the text written about her.
3. Design a flow map that relies on sequence and order in writing the steps of writing a biography on the board.

Lesson 6

Visual Impairment

1. Make sure to insert sound clips inside your in-class presentations to make it easier for visually impaired students.
2. When completing the missing letters to express an image, describe the images to the students, then ask them to pronounce the letters of the word in English.

Auditory Impairment

1. Show students short video footage or expressive images of air and soil pollution.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Role-play activities to make it easier for students to comprehend.

Unit 3

Lesson 1

Visual Impairment

1. Describe the items of clothing written in the lesson and where to wear them.

Auditory Impairment

1. Provide auditory training in the resource room for the vocabulary in the third activity.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Play the audio, pausing between segments and tell students to listen carefully. Then ask them to read the parts of the text and to write down and underline the main ideas in their books.

2. Encourage students to write their responses directly in their books.

3. Write a list of important words *pack*, *stripes*, *sweater*, and *galabeya* that were presented in the dialog.

Lesson 2

Visual Impairment

1. Use tactile maps to help students identify locations.

Auditory Impairment

1. Employ inclusive techniques for reading activities of texts that describe Egypt, and point out the words and phrases that have bee presented in the Student's Book in the second and third activities.

2. Use flash cards or pictures of words like *flow*, *fertile*, *etc*., and hint at its meaning by writing key words with definitions on the board.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Write the key words of the activity in Exercise 2 (*Read and match*), and support them with picture cards and photos, if possible.

2. Draw a colorful and enlarged map on the board or computer, and write the names of the sites on it.

3. Divide the text in Exercise 3 into three paragraphs. After reading the first paragraph, connect it with the place that indicates it on the map, then go to the second paragraph, and then the third.

4. Support words in the activity in Exercise 4 (*Look at the words*) with picture cards to help students realize and understand their meanings easily.

5. Use shorter, clearer photos or videos to illustrate the wind erosion and soil erosion shown in Exercise 5 to make it easier for the student to perceive them intellectually, then comment on them with a clear short sentence.

Lesson 3

Visual Impairment

1. Describe clothing items for each culture.

2. Use a model of cotton cloth to define the texture to blind students.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Answer the question in Exercise 1 with the students out loud. Start reading the dialog in Exercise 1, and then continue reading it in the same way as previously followed. Answer the questions for intellectual disabilities and slow learning students.
2. Write a list of important words that express what was said in the conversation to highlight the main ideas (*robe, sleeves, pockets*).
3. Point the student's attention to the *Language focus* box (*to* + infinitive) in Exercise 5, and write its uses. Then display sentences and examples of them on the board. After that, ask students to give examples individually to make sure that the lesson was well-understood.

Lesson 4

Visual Impairment

1. Using a leather model to make it easier for blind students.

Auditory Impairment

1. Provide auditory training in the resource room for words (*played*, etc.) to answer Exercises 3 and 4 on page 56 with the help of the resource room teacher.
2. Clarify the idea of story problems for students. Determine the numbers to be calculated, highlight them in the Student's Book, and use the calculator to solve all problems.
3. Clarify the idea of multiplying by zero, by writing it on the board and distinguishing it in a distinctive color, then the student has to use the calculator to solve the question and compare it with what is written on the board.

Intellectual disability and slow learning - Learning difficulties - Autism - ADHD

1. Summarize the text of the story into sequential main ideas and write them on the board, then identify them in the Student's Book, if possible.
2. Write the adjectives included in the text in different colors on the board (*kind, honest, tired, happy*) and categorize them so as to refer to them when answering the activity (*Read again and look*).
3. Write the mathematical problems on the board with the explanation of all of them in a different color such as (10x10 =) and then explain the steps to solve them in sequential steps. Before moving to the next step, make sure that the student understands the previous step.
4. Convert the problems to a simple form by writing the number (12) and next to it a picture of a box and (18), and next to it a picture of a T-shirt, then write the problem on the board, explaining the steps to solve it.

Lesson 5

Visual Impairment

1. Explain activity No. 4 and answer the first question of it on the board as a model to be simulated by the students when answering the rest of the activity, with the help of the teacher on the board or alone in their books.
2. The teacher has to review what the student answered and wrote in activity No. 5.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Draw a summary table for the text of "The school uniform". Write the names of students in the first column and next to each student write one short and clear sentence.
2. Refer to the table, written on the board, when answering questions related to activity (*Read and complete*).
3. Design a table as designed in the Student's Book, in the activity (*Read and add*), and divide the table into columns, then express the adjectives under each column with expressive images with the related word under each image.

Lesson 6

Visual Impairment

1. Describe the different designs of clothes that express different cultures.

Review 1

Lesson 1

Auditory impairment

1. Give the auditory impaired students written words for the pictures in Exercise 1 and allow students to choose and write the appropriate word under each picture.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Use photo cards supported by words for pictures, and then pronounce them out loud to the students. Ask the students to look carefully at the picture cards, then hide the words under the pictures. Go around asking students to pronounce the words and to spell them. After that, go back to the book and do the activity (*Listen and point*) as a class.
2. For Exercise 4, *Read and circle*, display pictures of the words used in the activity (*desert*, *rainforest*, *flood*, etc.) to make it easier for students to answer the questions.
3. For Exercise 6, *Write about your favorite clothes*, write key words so that the students can use them to form sentences according to the activity.

Lesson 2

Auditory impairment

1. Students work in pairs in the first, second, and sixth activity.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Summarize the main ideas of the conversation in Exercise 1 and write them on the board.
2. For Exercise 2, *Listen again and answer*, refer to the main ideas included in the dialog to answer the questions.
3. For Exercise 5, display the pictures in the activity on cards supported by the words under each picture. Show them to the students and ask them to observe the pictures well, then ask them to read the words underneath each picture. After that, they can close their eyes and try to spell them out loud. Once they have mastered this, ask them to look at the book and to try to write the word in the spaces provided. Explain that the first letter is written for them.

Unit 4

Lesson 1

Visual Impairment

1. For Exercise 1, support the blind students with models of temples.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

For Exercise 1, display a short video of the Aswan Botanical Garden and the Temple of Philae. The video should include sentences that they can hear from the text in the postcard. After that, use the following procedure:

1. Write the main ideas on the board sequentially while reading the text of the postcard, and identify them in the Student's Book, if possible.
2. Write a list of the key words included in the text (*lots, rare, reign, Tombs of the Nobles, etc*.) on the board in different colors.
3. Refer to the main sequential ideas that have already been written on the board as you read the text. Ask to students to listen again and try answering the questions in Exercise 2, *Listen again and answer*, as they listen
4. For Exercise 3, *Look and write*, display the words in the activity (*forest, island, lake, waterfall*) supported by pictures and write the word under each picture. Show the pictures to the students and then return back to the picture in the book to ask the students to write the word indicating the picture on the lines.

Lesson 2

Visual Impairment

1. Link the routine of the day to the time for the blind and visually impaired students, and work to help them perceive time through the activities of the day.

Auditory Impairment

1. Explain the *-ing* form on the board and highlight it in two different colors. Give students the examples included in the lesson written on cards. These will help them to answer the questions in Exercises 1, 2, and 5.
2. Write down the daily routine and the related times on cards when explaining and give it to students when answering
3. For Exercise 4, display illustrated cards that express the risks of climate change. Each card contains key words for the dangers of climate change.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Use the strategy of skill analysis when explaining the language focus by writing the rule of the past continuous tense inside a frame on the board. Each part of the rule should be in a different color (*was - were* + the verb +*-ing*). Then form a sentence as an applied model of the rule. After that, display more than one example, and write the example in the same color as the color written in the rule. After that, allow students an opportunity to give examples to make sure that the lesson was well understood.
2. Give more than one example of adding (*ing*) to the verb ending with (*e*) and ending with (consonant +vowel + consonant).
3. For Exercise 5, change the style of the question (*What was Mona doing?*) by writing sentences and asking the students to arrange them under each picture. Color the part of the past continuous tense in a different color from the rest of the sentence so that the student realizes the aim of the activity.
4. Display images or a short video of examples and models of the forms of climate change to make it easier for the students to understand the meaning of climate change.

5. For Exercise 13, divide the conversation on the greenhouse effect (Exercise 12) into paragraphs, and write its effects in short main sentences for reference as they answer the question

Lesson 3

Visual Impairment

1. Explain the concept of diving using sensory objects.

Auditory Impairment

1. View video footage about the benefits of tourism and comment on each with simple words, then write them on the board, or use picture cards.
2. Display graphic cards for key words (*coral, dive, environment, hotel, wildlife, pollution*).
3. For the CLIL section, draw a visual map on the board. The teacher uses the map to explain the idea of digital sequence. The teacher should clarify the idea of increasing a specific number each time and that a particular pattern appears. For example, write 1 on the board and then 3 in a different color. Explain that they added 2 to reach the number 3. Now if they add 2 to the number 3, they get 5. If they add 2 to the number 5, they get 7, and so on. Give many more similar examples by increasing a small number.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Emphasize difficult words while students listen to them and draw attention to them either through direct guidance or by raising your voice tone and reading them more than once.
2. Display cards or short videos, if possible, for eco-tourism and explain that the word *Eco* has to do with the environment.
3. Show the complete sentences in Exercise 5 *Listen and complete*, and then read them to the students. Ask them to look at sentences carefully. After that, hide the words that we want the students to complete the sentences with, and ask them to write the words on the lines in their books.
4. Make cards for the *Number sequences* box, and include serial numbers and other cards with the value of the sequence. Put the value under each number so that students pay attention to the value of the serial number as well as its serial value.

Lesson 4

Visual Impairment

1. Pronounce the recorded words clearly under each image.
2. Use sensory techniques to present the stages of growing plants for visually impaired students.

Auditory Impairment

1. The teacher has to be close to the auditory-impaired students while saying the words *coral, dive, environment, hotels, wildlife, pollution* with reference to the image of each word in the book, so that the students can observe the lips of the teacher and emphasize the movement of the lips during pronunciation.
2. Give the auditory impaired students written and illustrated cards of the words *screen, street, throw, three, strong, scream* to help them while listening and performing the activity.
3. Give the missing words in Exercise 4 in written form for the auditory-impaired students to choose the right word and put it in the right place. Hint that the first letter of each word is given in the book, and color it on the board as you write the words.
4. Students work in pairs in the Exercise 5.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Write the first syllable of the words *(scr -screen / str- street /thr- through)* and similarly on the rest of the words in Exercise 2 (*Look and complete*), then read the words, pause at the syllables and emphasize them. Ask the students to pronounce after you. Display other different words to make sure that the students understand the lesson.
2. Display the set of words for the pronunciation of the sound /k/ in the letter combination (*c-k)* and color it in the words, then pronounce it out loud, while giving more examples. Ask the students to give other examples of words that show the pronunciation of the sound /k/ in the letter combination (*c-k*).
3. Divide the text of the community garden in Exercise 7 into paragraphs and write the main ideas for each paragraph sequentially on the board. Show the students where the main ideas correspond to the text in the Student's Book, if possible.
4. Write a list of words for the main ideas in different colors on the board.
5. Refer to the main ideas that have been written from the text when answering questions related to the activity in Exercise 8 (*True* or *False*).

Lesson 5

Auditory Impairment

1. Refer to the summary of the main ideas of the listening script when answering questions.
2. Write the main heading and the sub-title on the board, and identify them in the Student's Book. Display illustrated models of the pamphlets as examples to explain and clarify each, and students work in pairs when answering questions for this part.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Select a list of important words in the text and write them in different colors on the board.
2. Use the practical demonstration strategy in making a flyer for a place preferred by the student. Help them to design the flyer step by step by writing its components (main title, sub-headings, and identifying them on the flyer. Then refer to the book, and ask the students to answer the activity in Exercise 4 (*Look at the flyer advertising the eco-holiday in Taba. Answer the questions*).

Lesson 6

Visual Impairment

1. In the first activity of the Self-Assessment lesson (*Look and write*), describe the picture for blind students or mention the name in Arabic, and ask them to spell the word in English.

Auditory Impairment

1. Remind the auditory-impaired students of the rules for using negative and affirmative before starting a self-assessment.

Self-Assessment

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Write the full words for Exercise 1 in the Self-Assessment section (*Look and write*)—*waterfall, lake, forest*--on the board in different colors. Ask the students to look at the colored words and letters carefully. Ask them to close their eyes and pronounce the words and spell their letters individually. After they master this, ask them to write the missing letters and answer the activity in their books.

2. Draw the symbols *(+ - ?)* on a card, with each symbol in a different color to illustrate what a symbol expresses in an example or a word under each card. After that, refer to the book and answer the questions of the activity in Exercise 2 (*Change the sentence*).

Unit 5

Lesson 1

Visual Impairment

1. Emphasize visually impaired students' understanding of each job included in the lesson and make sure they have a mental image of it.

Auditory Impairment

1. Draw a concept map of jobs in ancient Egypt on the board and support it with a flash card under each written job for the hearing-impaired students before you start listening to the listening script.

Intellectual Disabilities and Slow Learning, Learning Difficulties, Autism, ADHD

1. Summarize the text (Jobs in ancient Egypt) and write the main ideas for each paragraph in sequence to refer to the paragraphs again when answering the question (*True* or *false*).
2. Identify a list of important words and main ideas included in the text and write them in a different color on the board
3. Write the complete sentences with the correct answer and emphasize the correct pronunciation of the missing words. Ask students to look carefully at the sentences in general and the colored word in the sentence in particular. Then, hide the colored words and ask students to re-write them in their books in the activity (*Listen and repeat*).
4. Give students some key words that could help them form sentences in activity No. 6.

Lesson 2

Visual Impairment

1. Write the word *ecosystem* in a circle in the middle of the board from which arrows are drawn to represent an element of the ecosystem (living organisms, non-living organisms, etc.), with support with some examples of those elements included in the lesson (*rocks, fish, ant*, etc.); and clarify with illustrated cards or simplified drawings. Refer to these elements when answering the questions.

Intellectual Disabilities and Slow Learning, Learning Difficulties, Autism, ADHD

1. Write down the main ideas of the ecosystem in different environments in a sequence that can be referred to in the activity (*Look and match*).
2. Display short videos of the marine ecosystem, the ecosystem in fresh water and the desert ecosystem, if possible, to make it easier for the students to understand these concepts.
3. Display flash cards for each picture in the activity (*Look and write*) accompanied by the word expressed by each picture. Pronounce the words of each card in front of the student and, after completion, the cards are hidden, and students are asked to look at the pictures and write the words indicating each picture.
4. Present examples of living things and non-living things either with photo cards or short videos, if possible, and then answer the activity in the book.
5. Draw a visual map based on sequence and order in writing the importance of the ecosystem by writing the main ideas included in the text.
6. Display the words included in the activity (*Complete the diagram*) through pictures showing their places of living and write each word in its own part in the diagram.

7. Display cards expressing the words included in the activity (*Read and write*) of the desert ecosystem and the marine ecosystem for the student to easily perceive the answer to the question.

8. Summarize the ideas included in the text on the ecosystem in Egypt, for reference when answering questions of the activity (*Read again and circle*).

Lesson 3

Visual Impairment

1. Emphasize the visually-impaired students' understanding of each job included in the lesson and that they have a mental image of it.

2. Read sentences with missing words (each sentence separately) and then read the options available in the activity.

Auditory Impairment

1. Give hearing-impaired students some written main ideas that will help them write some facts about one of the touristic places.

2. Remind hearing-impaired students of the simple present tense rule, writing examples on the board and distinguishing the different endings of the verb according to each pronoun in a different color.

Intellectual Disabilities and Slow Learning, Learning Difficulties, Autism, ADHD

1. Divide the text into paragraphs and write the main ideas of each paragraph in a sequence, then write the careers included while reading each paragraph, explaining the role of each career on the board or by using pre-existing cards in the presentation of careers.

2. Refer to the written sequential ideas when answering the activity (*Read and circle a or b*).

3. Write the additions for the plural (s – es – ies) in different colors on sticky cards and add them to words written on sticky cards on the pin board, then give students new words to answer individually.

4. Display visual cards of verbs to help student have a mental image of them.

Lesson 4

Visual Impairment

1. Support visually impaired students with models or detailed description of insects included in the text.

Auditory Impairment

1. Provide auditory training in the resources room for words (*down*, *town*, *why*, *light*, *boy*, *enjoy*) and make sure that the teacher is close to students inside the classroom to allow them to observe and distinguish the movement of the lips with the display of cards. Alternatively, write them on the board, then distinguish their letters in a different color, and guide students to the importance of those letters in the classification of words included in the lesson.

2. Write the syllable (*ist*) in the words included in the lesson on the board, and highlight it in a different color, then clarify the difference that results from adding the syllable to the word.

Intellectual Disabilities and Slow Learning, Learning Difficulties, Autism, ADHD

1. Summarize the paragraph written under each image in one phrase that represents a main idea and emphasize the important words in each paragraph, then write sentences of the text (The grasshopper) sequentially on the board.

2. Refer to the main ideas previously written in sentences sequentially on the board in the listening script (The grasshopper) when answering the activity (*Read and circle*).

3. Write (*ist*) on a sticky card and then display a set of words of careers which have (*ist*) added to it at the end, put the (*ist*) card in a different color from the rest of the letters of the words (*biologist - journalist - scientist - receptionist*).

4. Design graphs and explain them with practical models to make it easier for the student to perceive and understand them.

Lesson 5

Auditory Impairment

1. Work in pairs in activities 3 and 4.

Intellectual Disabilities and Slow Learning, Learning Difficulties, Autism, ADHD

1. Write a list of important words in a different color and display expressive cards, if possible, to make them easier for students to perceive and understand.
2. Refer to the main ideas presented in text to answer activity No. 2.

Lesson 6

Auditory Impairment

1. Identify the word (*Teamwork*) in the Student's Book and encourage students to underline activities in the Student's Book in which students can work in teams.

Intellectual Disabilities and Slow Learning, Learning Difficulties, Autism, ADHD

1. Display flash cards that reflect other examples of teamwork.

Unit 6

Lesson 1

Visual Impairment

1. Use other senses (smell, touch, hearing) to deliver the sensation of different weather conditions.
2. Clarify (*mm*) as a measuring unit for the blind.

Auditory Impairment

1. The teacher checks students' answers and corrects misperceptions in activities 1, 2, 9, and 12.
2. Use pictures or written cards of various weather conditions during explaining and answering questions.
3. The teacher has to write and illustrate a short summary of the story of Talia after reading it, and refer to it when answering questions related to the story.

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. View a short video of weather conditions and comment on it with the words included in the activity *Look and write*.
2. Display what the weather conditions symbolize. Use stick-on picture cards with the name of each characteristic under the picture, and display them on a pin board, then explain it to the students. After that, ask students to stick the word expressing the picture and go to the book and answer the *Look and match* activity
3. Pin the names of cities that appeared in the text on the pin board and display its weather by drawing its symbol and pin it next to the city. After that, refer to the activity (*Listen again and draw*) and answer it.
4. Divide the text (The weather in Egypt) into paragraphs and write the main idea from each paragraph in a sequence, highlighting the title of the main idea in a color and sub-ideas in a different color.

5. Summarize the text of the story in activity No. 11 and write the important events in short sentences in sequence on the board, then identify them in the Student's Book, if possible.

6. Refer to the summary of the events of the story written on the board to help answer activity No. 12.

Lesson 2

Auditory Impairment, Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Write (*always, often, never*) on stick-on cards and give examples through cards that include sentences for the student to understand the adverbs of frequency that express the frequency of the actions we do.

2. Arrange sentences and write them on an external paper, focusing on, the adverbs of frequency, (*always, never, often*) by writing them in a different color in the sentence so that the students understand how to use them in a sentence. Ask students to look well at the sentences and pronounce them and then hide the sentences and ask students to refer to the book and try to answer the activity No. 2. After that correct the errors and try several times. Write the interrogative word (*How often*) on the board in a different color, and then write a set of examples below it where the interrogative word (*How often*) is in a different color from the rest of the sentence.

Lesson 3

Visual Impairment

1. Allow the blind to identify the natural sources in the lesson with a tactile image if possible.

Auditory Impairment

1. Write words of the present simple tense on flash cards, with an example and an expressive image, or write them on the board, role-playing them.

2. Emphasize on answering the question *How often* by giving examples and using simple words from what the students studied beforehand. Then use the words in the lesson.

Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Divide the text (Natural resources) into paragraphs, writing the main ideas of each paragraph into one simple and sequenced sentence.

2. Write a list of key words in the text on the board in different colors and use pictures of them, if possible, so that students understand their meaning easily and form a mental perception of them.

3. Refer to the main summarized ideas of the text to help answer (*Complete the summary*).

4. Design a table and divide it into three sections representing natural resources from the plant, natural resources from the metal, natural resources froms the animal and pin it on the pin board.

5. Show the flash cards to the students after you have finished explaining and ask them to classify the cards and pin them under their related category, and then refer to the book and answer activity No. 3.

Lesson 4

Visual Impairment

1. Train the blind to pronounce using their hands to touch their mouth while articulating.

2. Support blind students with models of concepts in the lesson.

3. Perform the concept of climbing practically, as much as possible, for the blind students to perceive.

4. For blind students, units of measurements and weights are taught using the sense of touch.

Auditory Impairment

1. For hearing-impaired students, the teacher needs to be close to them inside the class to observe the flow of air leaving the lips and distinguishing it with consonant words in the lesson (p/b).
2. Give the hearing – impaired students a written paper for the words of listening activity 5 and ask them to add a check: example (colored dot) under the letter that is not pronounced.
3. Work in pairs in activity 6.
4. The teacher connects the two words (*long*, *length*) by matching them with a line in the Student's Book, providing practical explanation to measure 1 cm, 10 cm using a ruler, and give many examples about the measurement from the surrounding environment, then link the lengths to objects, such as the pen is measured by centimeter, the street is measured in meters, while the distance between a country and a another is measured in kilometers, and similarly with the words (*weight*, *heavy*).

Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. The teacher has to be standing close, in front of the student when articulating (b/p) and repeat it more than once. Then, have the student pronounce it individually.
2. Write the letter (B) in red to be different from the rest of the letters of the word in activity No. 1 and write the letter (P) in green to be different from the rest of the letters of the word in activity No. 1. Ask the student to look carefully at the words and letters colored in them, and then hide the words and ask the student to answer individually activity No. 1.
3. Write (*Silent letters*) on the board or on a flash card and then write words with consonants provided that the consonant letter is colored in a different color from the rest of the letters of the word, make sure that it is also written in a more prominent font, so that the student realizes his distinction from the rest of the letters (*Knife*) and then start by pronouncing the words, and highlight not pronouncing the consonant letter. After that, write a new set of words with consonants, and ask the students to try to pronounce them individually, or write a set of words with silent letters and ask the students to mention the consonant letter in order to make sure that they understand the consonants of the word.
4. Write the symbols of the lengths (cm - km - m - mm) on cards and pin them on the pin board in different colors for students to distinguish.
5. Make a visual map based on the sequence of displaying units of measurement.

Lesson 5

Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Write the main ideas of the text (Extreme Weather in England) and display flash cards expressing the ideas presented in the text, if possible.
2. Give key words to help in writing sentences for activity No. 4.
3. Write the safety precautions during a sandstorm and safety precautions during hot weather on small cards, design an image symbolizing the sandstorm and an image symbolizing the hot weather, then read the cards for precautions and stick them according to each safety precaution.

Lesson 6

Intellectual Disabilities

1. Write the events that can happen when the wind occurs, supported by images illustrating the meaning.
2. Identify safety precautions when wind occurs by writing them on cards, supported by pictures illustrating the meaning.

Review 2

Lesson 1

Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Start by writing the words for easy and familiar pictures and then complete the rest of them.
2. Display clearer images of careers, supported by the tools related to each one.
3. Write the uses of (*must - mustn't*) and give some simple examples to clarify the differences between them and then move on to answer activity No. 5.

Lesson 2

Intellectual Disabilities and Slow Learning, Autism, Learning Difficulties, ADHD

1. Write a list of important words, presented in the text, on the board in a different color and identify them in the Student's Book, if possible. Support them with pictures, if necessary, to make it easier for the students to understand the meanings.
2. Refer to the main ideas summarized in the text when answering activity No. 3.
3. Start with easy and familiar words and images, and then complete the rest of the pictures with activity No. 5.
4. Display the pictures in activity No. 5 on flash cards, supported by the word of each picture, then ask the students to look at them. They then close their eyes and try to spell the words. After that, ask them to look at the book and try to write the word on their own.

Let's remember

LESSON 1 pages viii-xi

Objectives	To revise words connected with social media, transportation, and the environment To revise the past simple To revise the use of *should*, *can*, *need* To describe pros and cons and express an opinion
Materials	Student's Book pages viii-xi Audio file

Opener

- Greet students and have them greet you back.
- Tell them they are going to revise some words. On the board, draw three large circles. Write a heading for each circle: SOCIAL MEDIA, TRANSPORTATION, and THE ENVIRONMENT.
- Ask students to suggest one or two words for each heading (e.g., cell phone, laptop – car, bus – trees, air) and write them in the correct circle.
- Then put students in pairs to brainstorm more words for each heading. Monitor and provide help when needed.
- Elicit ideas from the class and write correct suggestions in the circles.

STUDENT'S BOOK page viii

1 Unjumble the letters to make words

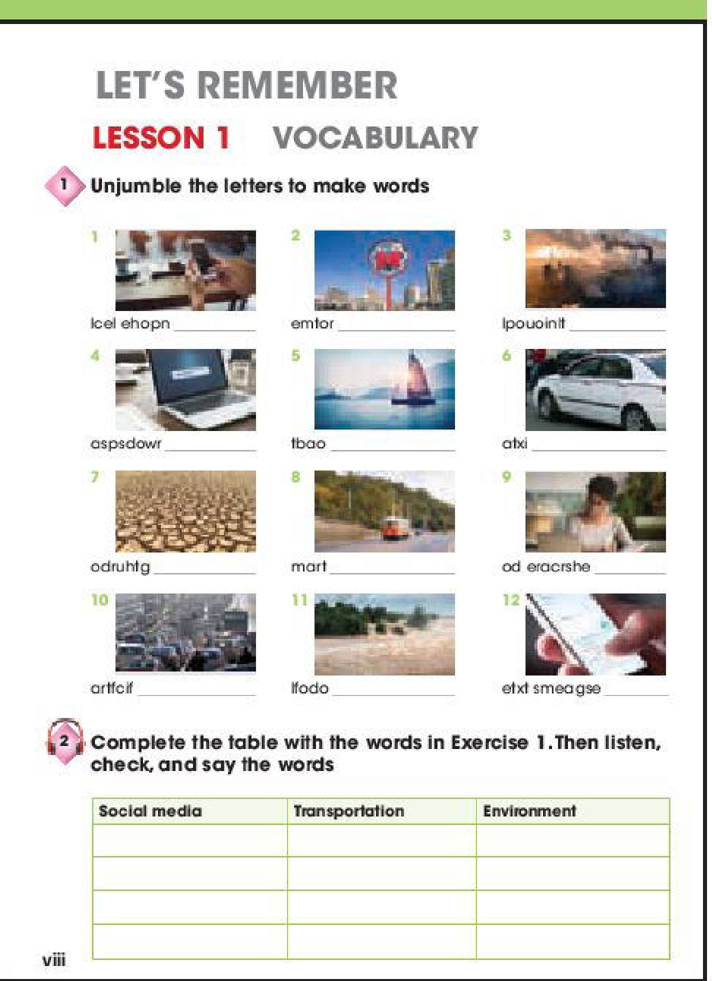
1 Tell students to open their books and look at the first picture in Exercise 1. Say *The letters under the picture are in the wrong order. What is the word?* Elicit *cell phone* and allow time for students to write the words.
2 Have stronger students continue the task alone or in pairs. Keep weaker students together and continue as a class activity. Allow time for them to think about each word, then if necessary, give them clues: supply the first one or two letters, or say the beginning of the word to remind them.
3 Check answers with the whole class.

Answers:

1 cell phone	2 metro
3 pollution	4 password
5 boat	6 taxi
7 drought	8 tram
9 do research	10 traffic
11 flood	12 text message

2 Complete the table with the words in Exercise 1. Then listen, check, and say the words

1 Tell students to look at the three headings in the table, and then to look back at the words in Exercise 1. Ask the class to suggest a word for each list.
2 Ask students to complete the task alone or in pairs. Go around and help where necessary.


LET'S REMEMBER

LESSON 1 VOCABULARY

1 Unjumble the letters to make words

1 lcel ehopn ______ 2 emtor ______ 3 lpouoinlt ______
4 aspsdowr ______ 5 tbao ______ 6 atxi ______
7 odruhtg ______ 8 mart ______ 9 od eracrshe ______
10 artfcif ______ 11 lfodo ______ 12 etxt smeagse ______

2 Complete the table with the words in Exercise 1. Then listen, check, and say the words

Social media	Transportation	Environment

viii

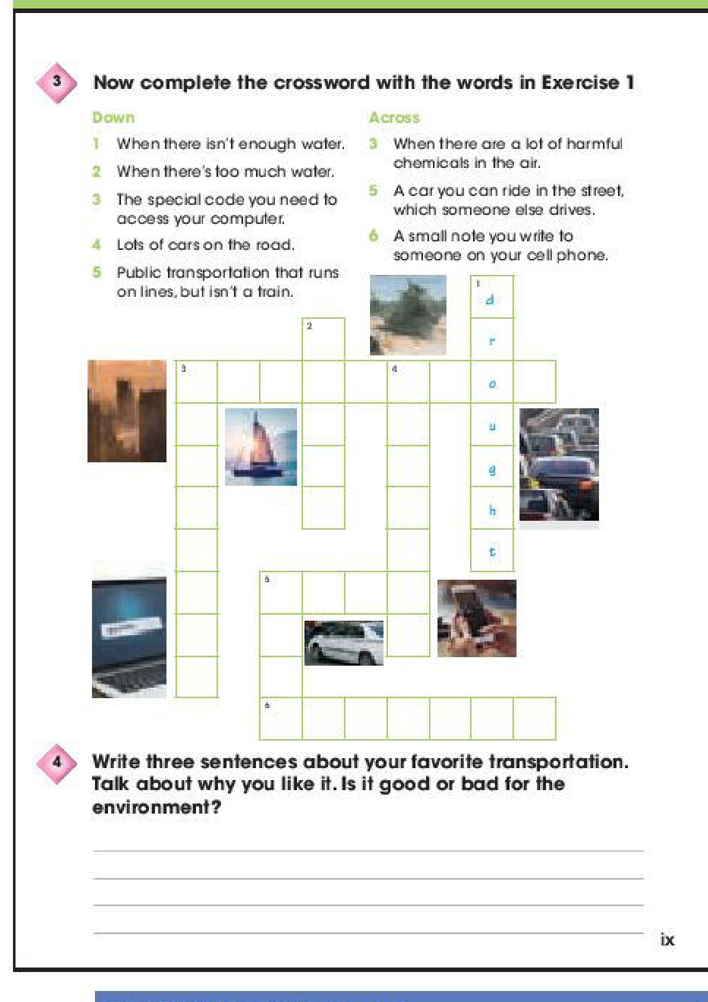
3 Tell the class to listen and check their answers. Play the audio. Allow time for them to adjust or complete their answers, then play it again. Pause after each word and have students repeat it.

Answers:

Social media	Transportation	Environment
cell phone	metro	pollution
password	boat	drought
do research	taxi	traffic
text message	tram	flood

Audioscript

Social media	Transportation	Environment
cell phone	*metro*	*pollution*
password	*boat*	*drought*
do research	*taxi*	*traffic*
text message	*tram*	*flood*


3 Now complete the crossword with the words in Exercise 1

Down
1 When there isn't enough water.
2 When there's too much water.
3 The special code you need to access your computer.
4 Lots of cars on the road.
5 Public transportation that runs on lines, but isn't a train.

Across
3 When there are a lot of harmful chemicals in the air.
5 A car you can ride in the street, which someone else drives.
6 A small note you write to someone on your cell phone.

4 Write three sentences about your favorite transportation. Talk about why you like it. Is it good or bad for the environment?

ix

STUDENT'S BOOK page ix

3 Now complete the crossword with the words in Exercise 1

1 Instruct students to look at Exercise 3. Ask them to look at the first clue (1 Down, *When there isn't enough water*). Have them find the number 1 in the grid and trace down with their fingers to read the answer (*drought*). Remind them how to pronounce the word (/draʊt/).
2 Put stronger students in pairs to continue with the task. Remind them that all the answers are in Exercise 1 on the previous page. Keep weaker students together and continue as a class activity.
3 Check answers: have different students read out each clue and choose someone to provide the answer.

Answers:

							1 d	
			2 f				r	
3 p	o	l	l	u	4 t	i	o	n
a			o		r		u	
s			o		a		g	
s			d		f		h	
w					f		t	
o		5 t	a	x	i			
r		r			c			
d		a						
		6 m	e	s	s	a	g	e

4 Write three sentences about your favorite transportation. Talk about why you like it. Is it good or bad for the environment?

1 Ask *What's your favorite transportation?* Encourage different students to respond. Ask *Why do you like it?* Write good answers on the board (e.g., It's fun / comfortable / exciting / quick / cheap).
2 Say *Which kinds of transportation are good for the environment? Which ones are bad? Why?* Elicit ideas from the class or put students in pairs to discuss further.
Some suggestions:
Cycling is good because bicycles don't cause pollution.
Trams, trains, the metro, and buses are better than cars because lots of people travel together, meaning they produce less carbon dioxide and there is less pollution.
Airplanes cause the most damage to the environment because they produce a lot of carbon dioxide.
3 Read out the instructions. On the board, write:
My favorite transportation is __________.
I like it because ____________.
It's good/bad _____________ *because* _____.
4 Have students write their sentences. Go around and talk to them about their ideas and help with spellings.
5 Invite different students to read out their sentences to the class.

Students' own answers

STUDENT'S BOOK page x

5 Write the past simple tense for the verbs below. Then check the irregular verbs

1 Ask *What day is it today?* Elicit the correct day of the week, then ask *What was yesterday?*
On the board, write *Today* ***is*** *(Monday). Yesterday* ***was*** *(Sunday).*
2 Point to *is* and say *This tells us about now. It's the present tense.* Point to *was* and say *This is about the past. It's the past simple tense.*
3 Have students turn to page x and look at Exercise 5. Say Look at number 1. What's the past simple of is? (was). Have students write was.
4 Continue as a class activity for items 2 and 3 (swam and walked). Then have students work on their own or in pairs. Go around and help where needed.
5 Check answers: have different students read out the remaining answers.
6 Write *walked* on the board. Say *This is a regular verb. What's the past simple form?* (walked). Add -ed to walk. Say *The past simple form of regular verbs always ends in -ed.*
7 Tell them to look again at the 10 verbs and check the ones that are irregular. Have them compare answers in pairs; go around and check.

Let's remember

Answers:

1 was ✓
2 played
3 swam ✓
4 saw ✓
5 walked
6 studied
7 had ✓
8 helped
9 did ✓
10 went ✓

6 Complete the text with the past simple verbs from Exercise 5

1 Say *You're going to read a story. There are some words missing. They're all words from Exercise 5.*
2 Have students look at the first two sentences while you read them aloud (pause for a moment where the word is missing). Say *Look at Exercise 5. Which word fits in the space?* Elicit or supply *had*, then read out the completed sentence.
3 Continue like this as a class activity or put stronger students in pairs to complete the task. Remind them to read to the end of each sentence before they choose the answer.
4 Check answers: ask different students to read out one or two sentences each. If necessary, allow more time for students to adjust their answers.

Answers:

1 had	2 played	3 helped
4 went	5 saw	6 was
7 walked	8 swam	9 studied
10 did		

Maged and Lama are brother and sister. They had a nice weekend. They played football together in the park on Friday morning. Then Lama helped her mom to clean the house. And Maged went with his dad to the supermarket. On Friday evening, Lama went to the cinema with her friend's family and they saw a movie. It was very good. Maged walked to the beach along the coast path and swam in the sea with his dad.
The following day, they went to the zoo together. They saw lots of interesting animals. In the evening Maged studied for a test and Lama did her homework. It was a lovely weekend!

7 Work with a partner. Answer the questions

1 Ask students to look again at the text in Exercise 6. Then read out the first question and elicit the answer.
2 Have students discuss the remaining questions in pairs. Go around and monitor.
3 Check answers: read out each question and elicit the answers from different students.
4 Instruct students to read the text in Exercise 6 again, to check.

5 Write the past simple tense for the verbs below. Then check the irregular verbs

1 is	was	✓	2 play	______	☐
3 swim	______	☐	4 see	______	☐
5 walk	______	☐	6 study	______	☐
7 have	______	☐	8 help	______	☐
9 do	______	☐	10 go	______	☐

6 Complete the text with the past simple verbs from Exercise 5

Maged and Lama are brother and sister. They 1 ______ a nice weekend. They 2 ______ football together in the park on Friday morning. Then Lama 3 ______ her mom to clean the house. And Maged 4 ______ with his dad to the supermarket. On Friday evening, Lama went to the cinema with her friend's family and they 5 ______ a movie. It 6 ______ very good. Maged 7 ______ to the beach along the coast path and 8 ______ in the sea with his dad.

The following day, they went to the zoo together. They saw lots of interesting animals. In the evening Maged 9 ______ for a test and Lama 10 ______ her homework. It was a lovely weekend!

7 Work with a partner. Answer the questions

1 Did Maged and Lama like their weekend? Why / Why not?
2 Who helped mom?
3 Who went swimming with dad?
4 Who went to the zoo?

8 Circle the correct verb in the sentences

1 You **should / can** get to the train station by 10 am to catch the train.
2 We **must/ can't** plant more trees to get fresher air.
3 Wael **should/ shouldn't** give his password to his friends.
4 Dina **can / needs** to buy another pen to do her homework.
5 Dalia **should/can't** put on her seat belt.
6 You **mustn't / need** to look right and left before you cross the road.

x

Answers:

1 Yes, they did, because they did lots of interesting things.
2 Lama
3 Maged
4 They both went to the zoo.

8 Circle the correct verb in the sentences

1 On the board, write *should*. Then say *For example*:
We should eat healthy food.
We should get lots of sleep.
We shouldn't play video games in bed.
Remind students that we use *should* when we mean 'It's a good idea / it's my advice to you.'
Elicit more examples of sentences with *should* and write good examples on the board.
2 Do the same with *can*. Suggested examples:
We can speak English.
I can run and jump.
I can count to 1,000.
Remind students that we use can when we are talking about ability.
3 Repeat with *need(s)*. Suggested examples:
I'm thirsty. I need to have some water.
My feet hurt. I need to get some new shoes.
His bike is broken. He needs to mend it.
Remind students that we use *need to* when we mean 'It's necessary to do it.'

9 You are buying a tablet with your parents. Complete the table with the pros and cons from the box, then add two ideas of your own

small and light   can't write Word files   can read books on it   the camera isn't very good   it looks cool   small screen

Buying a tablet

Pros	Cons

10 Complete the phrases for writing about pros and cons with words in the box

also   general /conclusion   opinion   other   think   this

1 Many people ___________ ...
2 They ___________ say ...
3 As well as ___________, ...
4 But, on the ___________ hand ...
5 In ___________, ...
6 My ___________ is ...

11 Write a paragraph using the phrases in Exercises 9 and 10

Many people think ____
___________. They also say _____________________________________
____.
But, on the other hand, ____
____.
My opinion is, ____.
In general, ____.

xi

4 Read out the first sentence and elicit the correct option (should).
5 Put students in pairs to complete the task. Go around and help where necessary.
6 Check answers. Have different students read out the correct sentences.

Answers:

1 should	2 must	3 shouldn't
4 needs	5 should	6 need

STUDENT'S BOOK page xi

9 You are buying a tablet with your parents. Complete the table with the pros and cons from the box, then add two ideas of your own

1 Ask *Who's got a tablet at home?* Have students raise their hands. Ask *How often do you use it? What do you use it for? Do you like it? Why?*
2 Have students look at Exercise 9 on page xi. Read out the instructions. Remind students that 'pros' means 'good things' (advantages), and 'cons' means 'bad things' (disadvantages).
3 Say *Imagine you're choosing a tablet. Listen and raise your hands when you hear a 'pro'.* Read out the six phrases in the box, pausing after each one. Tell students to raise their hands if they think it's a good thing.
4 Instruct students to complete the table with the phrases in the box. Go around and monitor.
5 Check answers. Then ask students to add two more of their own ideas to the table – they can be pros and/or cons.
6 Have students share their ideas with the class, then ask them to vote for the most important 'pro'.

Answers:

Pros	Cons
small and light	can't write Word files
can read books on it	the camera isn't very good
It looks cool	small screen

10 Complete the phrases for writing about pros and cons with words in the box

1 Have students look at the words in the box. Then read out item 1. Ask *Which word from the box goes next?* (think)
2 Continue in the same way with the remaining items. Keep this as a class activity. Ask students to write in the missing words as you go through the task.

Answers:

1 think	2 also
3 this	4 other
5 general/conclusion	6 opinion

11 Write a paragraph using the phrases in Exercises 9 and 10

1 On the board, write these headings: *cell phone* and *tablet*. Say *Imagine you must choose, cell phone or tablet. Who thinks a cell phone is better than a tablet? Raise your hands.* Repeat: *Who thinks a tablet is better than a cell phone? Raise your hands.*
2 Under the heading *cell phone*, write 'pros'. Elicit some ideas from the class and note them on the board. Do the same for tablet.
3 Elicit and list some 'cons' for *cell phone* and *tablet*.
4 Allow time for students to discuss more ideas in pairs.
5 Say *Now you're going to use the phrases in Exercise 10 to write about cell phones and tablets. Look at Exercise 11. Complete the sentences in your books. In the final sentence, give your own opinion.* Go around and help. Weaker students could work together.

Students' own answers

Closing

- Choose a few students to read out their paragraphs to the class.
- Invite comments from the class and have a class vote – cell phone or tablet? Say *Well done*.



Introduction pages 2-3

Objectives:	To welcome the class to Term 1 of their English class To talk about favorite food
Materials:	Student's Book pages 2-3

Opener

- Greet the class. Say *Hello, Class (name), how are you?* Have the students chorus their replies, *Hello, Miss/Mr. (name). I'm fine, thanks*.
- Play a game:
  - Divide the class in two halves, A and B.
  - A student in A greets a student in B: *Hello, (name), how are you?* That student replies *Hello, (name). I'm fine, thanks*, then greets a different student in A. Continue for a few more turns.
- Tell students they are going to talk about food in the next few lessons. Brainstorm as many food words as possible.
- Tell them *My favorite food is bananas*. Ask *What's your favorite food?* and elicit different answers from around the class. Supply new words as necessary.

1 Tell students to open their books and look at the opener picture on pages 2-3.

2 Ask *What can you see?* Elicit or supply vocabulary as necessary, for example, *basket; fruit: grapes, tomatoes; vegetables: lettuce, pepper, cucumber, eggplant, carrot*.

3 Put students in pairs to talk about the picture together. Write useful words on the board. Encourage them to talk about the fruit and vegetables they like and dislike. Ask students where fruit and vegetables are sold (elicit 'the market').







In this unit I will ...

- listen, read, research, and write about different types of food.
- understand food chains.
- listen to a conversation about favorite food.
- practice making suggestions with *how about*.
- read a fairy tale.
- practice saying vowel sounds.
- understand decimal fractions.
- write a recipe.
- research and make a poster about fruit and vegetables that grow in Egypt.



Look, discuss, and share

Do you often go to the market?

What do you buy?



Did you know?

Pineapples don't grow on trees! They grow on the ground.



Find out

Think of a fruit you know, like apples or strawberries. Do they grow on trees, **bushes**, or **veins**? Think and share your answers with your partner.

3

STUDENT'S BOOK page 3



Look, discuss, and share

1 Read out the two questions and elicit answers from two or three students.
2 Encourage students to ask each other the questions in pairs or small groups.
3 Invite them to report back to the class.
4 Ask students *How do we ask for things politely at the market? Why is it important to be polite to people who help us?* Write the questions on the board and ask students to discuss in groups.
5 Elicit students' ideas and highlight the importance of showing respect to others and being polite.



Did you know?

1 Say *Look at the picture.* Elicit or teach *pineapple* and have the class repeat the word after you.
2 Ask *Do you like pineapples?* and encourage answers from around the class.
3 Read out the question. Ask *Have you ever seen pineapples growing? Where were you? Where do they grow? Do they grow on trees?*
4 Encourage students to research and find more information on pineapples, e.g., how long does it take to plant and harvest?



Find out

1 Explain that not all fruits grow on trees: some fruits grow on vines; on the ground; or on small plants, or bushes.
2 Read out the question and invite initial answers.
3 Ask students to find out more about it. If they have Internet access, they could do this in class. If not, ask them to find out at home and be ready to tell the class in the next lesson.

Closing

- Focus on *In this unit I will…* and read through the objectives for this lesson with the class. Explain any new words.



LESSON 1 pages 4-5

Objectives:	To listen to and read a conversation about food To learn new food words To talk about growing fruit at home
Vocabulary:	*beans, carrots, chocolate, coconuts, eggs, lemons, limes, onions, pineapples*
Language:	*What's your favorite food?* *I like chicken.* *We grow mangoes in our garden.*
Issues & challenges:	Making sensible food choices
Materials:	Student's Book pages 4-5 Audio Tracks Flash cards to illustrate any or all of the words in the vocabulary list above, or the real things (optional)

Opener

- Greet the class, then have them greet each other in pairs.
- Play *Slow reveal* with the students
- Tell students they are going to find out more about different kinds of food in this lesson.

Presentation

1 On the board, write *healthy* and *unhealthy*. Elicit or teach the meanings.
2 Ask students to give some examples of healthy food and unhealthy food. Supply vocabulary as needed.

STUDENT'S BOOK page 4

1 Listen and read. Does Farida think chocolate is healthy?

1 Help students to find page 4. Tell them to listen and read while you play the audio.
2 Read out the question and elicit the answer.
3 Students read the conversation again to check. Go around and answer any questions.
4 Ask students to work in small groups. Ask *Why is it important to make healthy food choices? (to stay fit and healthy, to have a healthy heart, etc.)*

Answers:

Farida thinks it's OK to eat a little, but it's unhealthy if you eat a lot.

Audioscript

Dina: *What's your favorite food, Farida?*
Farida: *That's easy! It's chocolate.*
Dina: *Mmm ... I love chocolate too. But it isn't healthy, is it?*
Farida: *I think it's OK to eat a little. But yes, it is unhealthy if you eat a lot.*
Dina: *What's your favorite healthy food?*
Farida: *Oh, I like chicken and I like fish. But my favorite is mango. We have a mango tree in the garden.*
Dina: *I love mango too. We don't have a mango tree. We have a lime tree and a lemon tree.*
Farida: *My uncle grows onions and potatoes. He has chickens too. He collects fresh eggs every day. Sometimes he sells them at the market.*



LESSON 1 FOOD AND DRINK

1 Listen and read. Does Farida think chocolate is healthy?

Dina: What's your favorite food, Farida?
Farida: That's easy! It's chocolate.
Dina: Mmm ... I love chocolate too. But it isn't healthy, is it?
Farida: I think it's OK to eat a little. But yes, it is unhealthy if you eat a lot.
Dina: What's your favorite healthy food?
Farida: Oh, I like chicken and I like fish. But my favorite is mango. We have a mango tree in the garden.
Dina: I love mango too. We don't have a mango tree. We have a lime tree and a lemon tree.
Farida: My uncle grows onions and potatoes. He has chickens too. He collects fresh eggs every day. Sometimes he sells them at the market.

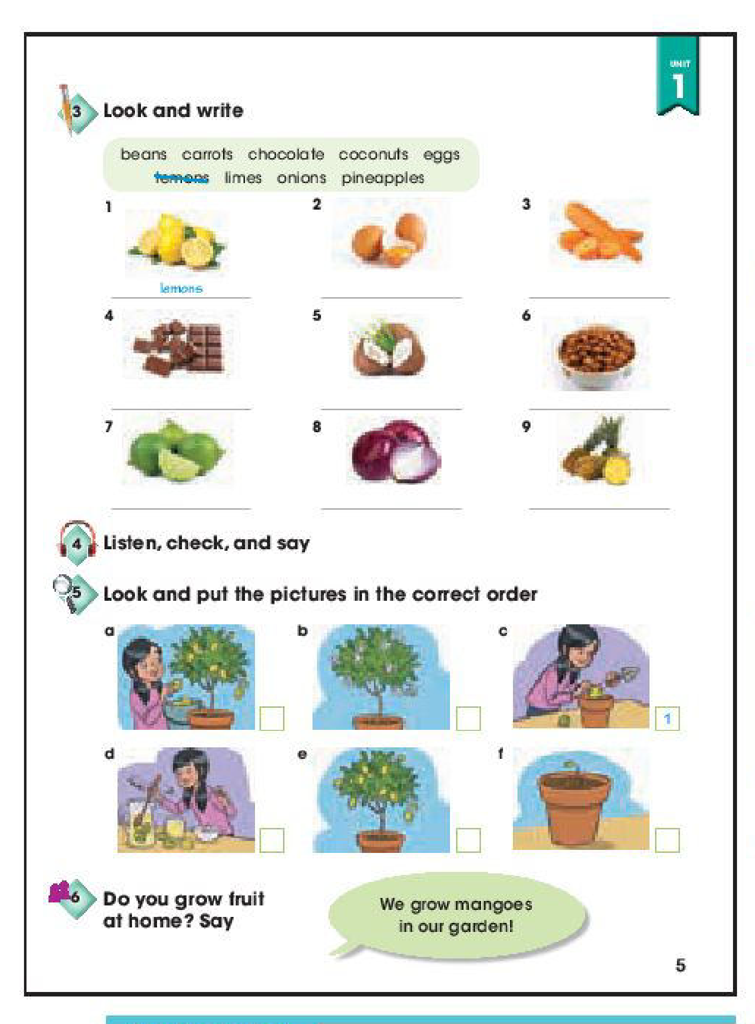

2 Listen again and answer *T* (True) or *F* (False). Correct the false sentences

1 Farida's favorite food is chocolate. T
2 Dina doesn't like chocolate. ☐
3 Farida's favorite healthy food is fish. ☐
4 Farida has a mango tree in her garden. ☐
5 Dina has a mango tree in her garden. ☐
6 Farida's uncle buys eggs at the market. ☐

4

2 Listen again and answer *T* (True) or *F* (False). Correct the false sentences

1 Tell students to listen and read, while you play the recording again.
2 Read out the first sentence and ask a student if it is true or false (it is true).
3 Then allow time for students to read the remaining sentences and decide if they are true or false. Tell them to correct the false ones. Go around and monitor, offering help where needed.
4 To check answers, choose different students to read out each sentence and say if it's true or false. Students can correct the false statements.



Audioscript

Dina: *What's your favorite food, Farida?*
Farida: *That's easy! It's chocolate.*
Dina: *Mmm ...I love chocolate too. But it isn't healthy, is it?*
Farida: *I think it's OK to eat a little. But yes, it is unhealthy if you eat a lot.*
Dina: *What's your favorite healthy food?*
Farida: *Oh, I like chicken and I like fish. But my favorite is mango. We have a mango tree in the garden.*
Dina: *I love mango too. We don't have a mango tree. We have a lime tree and a lemon tree.*
Farida: *My uncle grows onions and potatoes. He has chickens too. He collects fresh eggs every day. Sometimes he sells them at the market.*

Answers:

1 T
2 F; Dina loves chocolate.
3 F; Farida's favorite healthy food is mango.
4 T
5 F; Dina has a lime tree and a lemon tree.
6 F; Farida's uncle sells eggs at the market.

Extra practice

1 Put students in pairs to talk about their favorite foods. Are they healthy or unhealthy? Go around and monitor.
2 Invite them to report back to the class. Whose favorite foods are the healthiest?
3 Ask fast finishers to draw their favorite foods. As they are drawing, their partners can guess what they are.

STUDENT'S BOOK page 5

3 Look and write

1 Say *Look at the words in the box.* Read out each word as students point to the correct picture. Draw their attention to the example 'lemons'.
2 Put students in pairs. Tell them to match the words to the pictures and copy the words in the correct place. Go around and monitor, offering help where necessary.
3 Tell them they can check their answers in the next exercise.

Answers:

1 lemons	2 eggs	3 carrots
4 chocolate	5 coconuts	6 beans
7 limes	8 onions	9 pineapples

4 Listen, check, and say

1 Play the audio, pausing after each word for students to point to the correct picture and check their answers.
2 Play it again and tell them to repeat each word.
3 Put students in pairs to take turns to point to a picture for their partner to name.

Audioscript

1 lemons	*2 eggs*	*3 carrots*
4 chocolate	*5 coconuts*	*6 beans*
7 limes	*8 onions*	*9 pineapples*

Extra practice

1 Hold up a few pictures that you have sourced of food and ask students *What is it?*
2 Choose some students to hold up a picture each so the rest of the class can see.
3 Tell students to quickly flash the pictures and their classmates should call out the words.

5 Look and put the pictures in the correct order

1 Ask students to look at the pictures and brainstorm vocabulary in pairs. Go around and monitor.
2 Ask *What can you see in the pictures?* and write good suggestions on the board, e.g., *lemon, seed, pot, flower, leaf/ leaves, tree, lemonade.*
3 Read out the instruction and allow time for students to complete the task in pairs. Go around and talk to them about the pictures.
4 Ask a student *Which picture is numbered 1?* (c). Ask *What's happening in the picture?* (the girl is planting a lemon seed in a pot).
5 Continue with pictures b-f. Encourage students to describe what is happening in each picture.



Suggested answer:

1c: The girl is planting a lemon seed in a pot.
2f: The lemon tree is starting to grow.
3b: Some flowers are growing.
4e: There are lemons on the tree.
5a: The girl is picking the lemons.
6d: She's making lemonade.

6 Do you grow fruit at home? Say

1. Read out the question *Do you grow fruit at home?* and the example answer.
2. Elicit initial answers from the class. Encourage them to say full sentences: *We grow …in our garden.*
3. Have students ask and answer in pairs. Go around and monitor.
4. Ask different students to tell the class what their partners said: *he/she grows …in his/her garden.*

Students' own answers

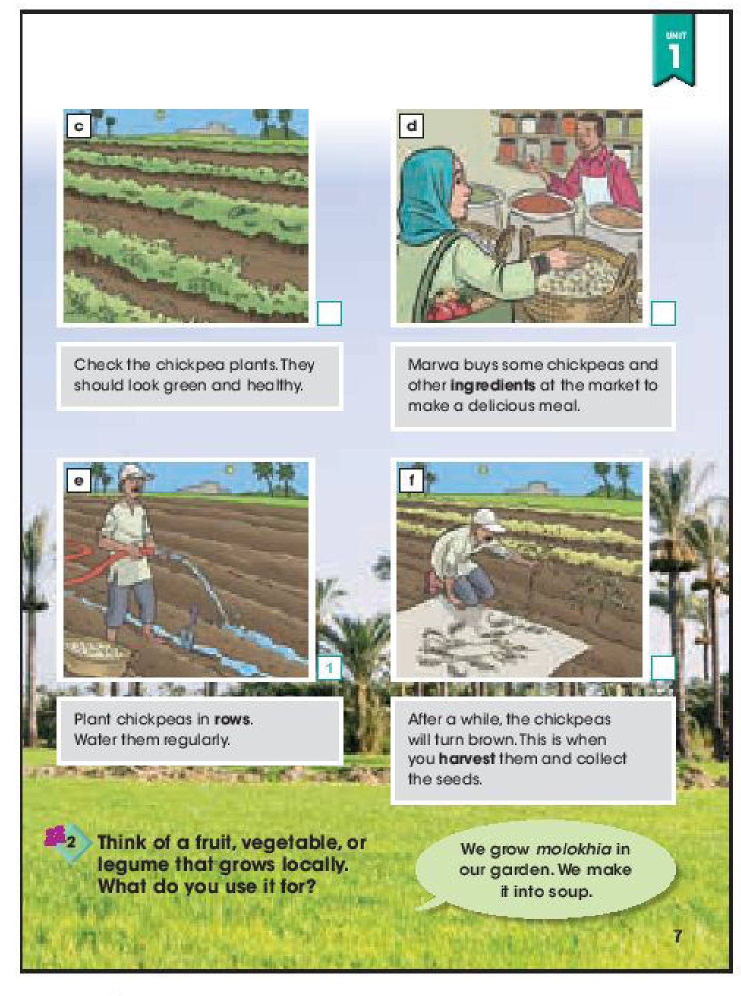
Closing

- Ask students to close their books.
- Tell students to brainstorm the new words in pairs or small groups. Ask *How many can you remember?* (There are nine).
- On the board, write the first few letters of each word (*beans, carrots, chocolate, coconuts, eggs, lemons, limes, onions, pineapples*), and invite different students to come to the board to complete the word.
- Ask students to work in small groups and discuss what healthy foods they can eat to stay heart-healthy and fit.



LESSON 2 pages 6-9

Objectives:	To learn about producers and consumers in the food chain To learn about chickpeas To think about the food we eat
Vocabulary:	*chickpeas, ingredient, legumes, digestive system, seeds, rows, harvest, energy, producers, consumers, primary, secondary, tertiary, decomposers, ecosystem, food chain*
Skills:	Reading: A text about the production of chickpeas from the farm to the dinner table; A text about the food chain
CLIL:	Science
Project:	Presentation about a food chain
Materials:	Student's Book pages 6-9 Audio Track 1.05 Drawing paper Pictures of local, familiar dishes, e.g., from magazines (optional)



Opener

- Greet the class, then have them chain *Hello (name). How are you? I'm fine, thanks* around the class.
- Quickly revise the food vocabulary from the previous lesson.
- Play *Catch and say* with the students (Games bank, page 161)

Presentation

1 On the board, write *From farm to fork* and ask students what they think it means. Elicit that it refers to the journey our food makes, beginning on a farm and ending up as a meal in our home. Ask students to give some examples of foods (such as fruits and vegetables) that follow this journey.

STUDENT'S BOOK page 6

1 Look and read. Now put the pictures (a–f) in the correct order (1–6)

1 Help students to find page 6. Allow them time to read the text and brainstorm the vocabulary in pairs. Go around and monitor.
2 Ask *What can you see in the pictures?*
3 Read out the instruction and allow time for students to complete the task in pairs. Go around and talk to them about the pictures.
4 Ask a student *Which picture is numbered 1?* (e). Ask *What's happening in the picture?* (the farmer is planting rows of chickpeas).
5 Continue with pictures 2-6, encouraging students to describe what is happening in each picture in their own words.

Answers:

1e
2c
3f
4a
5d
6b

2 Think of a fruit, vegetable, or legume that grows locally. What do you use it for?

1 Read out the speech bubble *We grow molokhia in our garden. We make it into soup.*
2 Ask students *Which fruits, vegetables, or legumes are grown locally?* Write their answers on the board.
3 Have them choose one ingredient from the board and tell a partner what it's used for in their home. Encourage them to say full sentences: *We use … to make …* Go around and monitor.
4 Ask different students to tell the class what their partners said: *he/she uses … to make …*



STUDENT'S BOOK page 8

3 Look and read. What are consumers? What are producers?

1 Ask students to look at the diagram. Tell them the diagram shows a *food chain* which describes the order in which living things depend on each other for food.
2 Read out each label in turn and ask them to point to the correct part of the diagram (energy (sun); producer (wheat, date palm); primary (caterpillar, beetle), secondary (lizard, snake) and tertiary consumers (eagle, fox); and decomposers (fungi)).
3 Ask *What are consumers? What are producers?* Invite ideas from the class. Encourage students to discuss ideas in pairs or small groups.
4 Explain to them that producers in a *food chain* are living things that make their own food, such as plants. Consumers, on the other hand, eat other living things.

Answers:

Consumers in a food chain, eat other living things. There are three kinds of consumers: Primary, Secondary, and Tertiary.
Producers in a Food Chain are living things that make their own food, such as plants.

4 Listen and circle the correct words

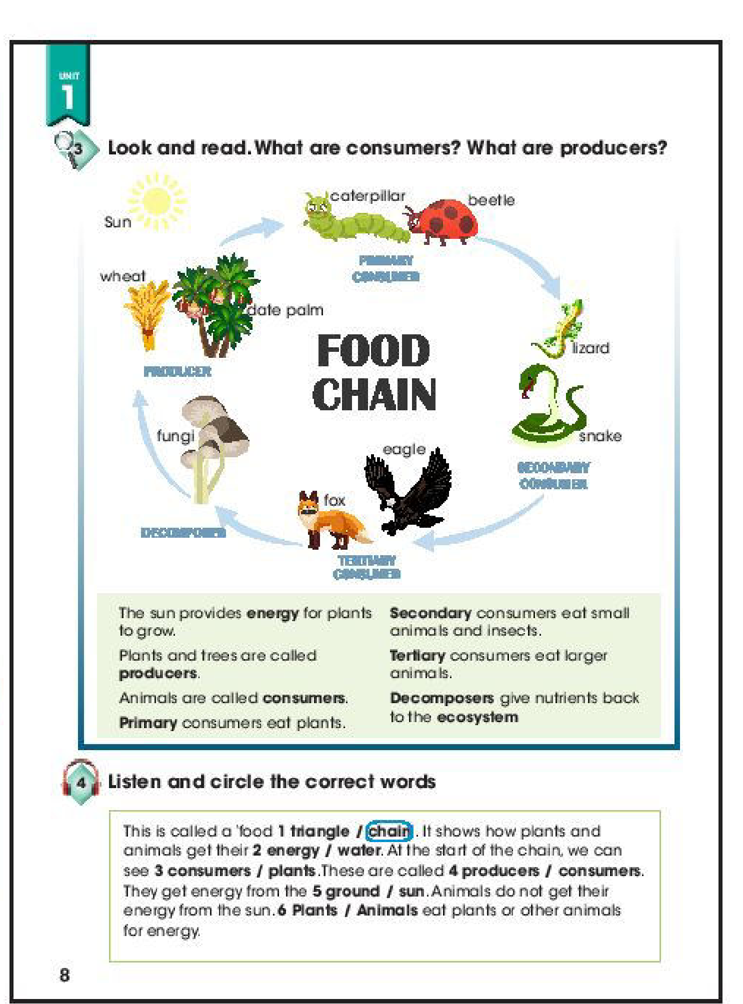
1 Say *Look again at the diagram.*
2 Tell students to listen and read while you play the audio file.
3 Ask them to circle the correct words. Play the audio again for them to check.

Audioscript

*This is called a 'food **chain**'. It shows how plants and animals get their **energy**. At the start of the chain, we can see **plants**. These are called **producers**. They get energy from the **sun**. Animals do not get their energy from the sun. **Animals** eat plants or other animals for energy.*

Answers:

1 chain	2 energy	3 plants
4 producers	5 sun	6 Animals


UNIT 1

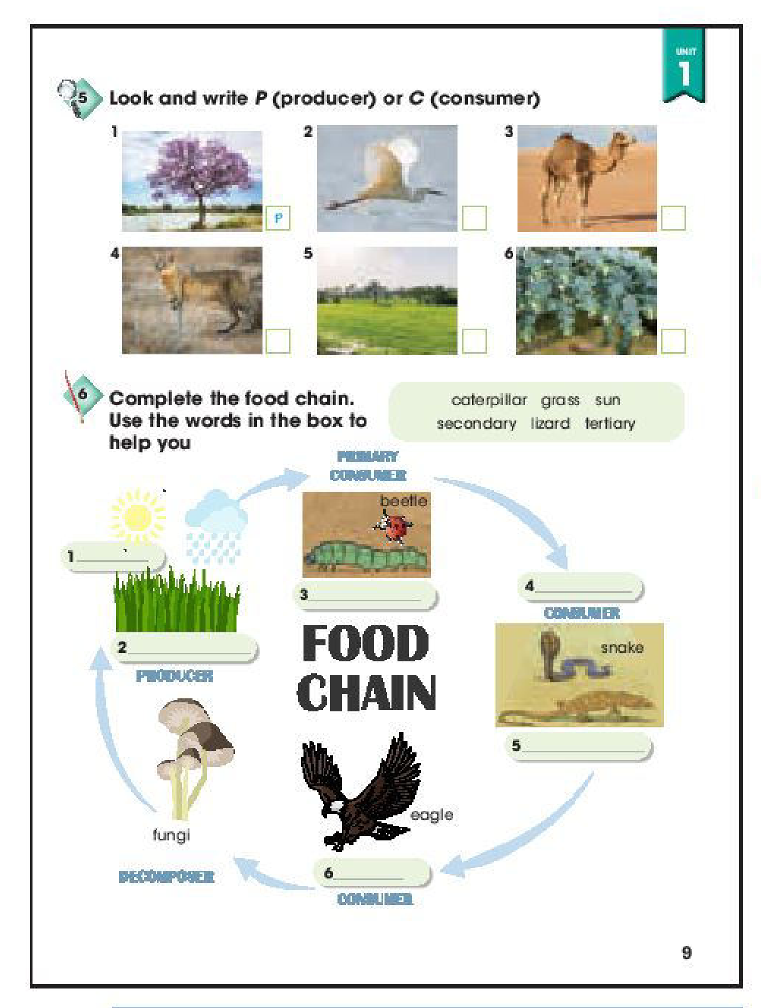
3 **Look and read. What are consumers? What are producers?**

The sun provides **energy** for plants to grow.
Plants and trees are called **producers**.
Animals are called **consumers**.
Primary consumers eat plants.
Secondary consumers eat small animals and insects.
Tertiary consumers eat larger animals.
Decomposers give nutrients back to the **ecosystem**

4 **Listen and circle the correct words**

This is called a 'food **1 triangle / chain**. It shows how plants and animals get their **2 energy / water**. At the start of the chain, we can see **3 consumers / plants**. These are called **4 producers / consumers**. They get energy from the **5 ground / sun**. Animals do not get their energy from the sun. **6 Plants / Animals** eat plants or other animals for energy.

8



STUDENT'S BOOK page 9

5 Look and write *P* (producer) or *C* (consumer)

1 Say *Look at the diagram on page 8 and read the text again*.
2 On the board, write *producer* and say *Give me some examples of producers* (e.g., trees, grass, plants).
3 Then write *consumer* and elicit examples (e.g., any insects and animals).
4 Ask students to look at the photos and read out the question.
5 They write *P* or *C* next to each picture, and check in pairs. Go around the class and monitor.

Answers:

1 P 2 C 3 C 4 C 5 P 6 P

6 Complete the food chain. Use the words in the box to help you

1 Read out each word in the box, and elicit *caterpillar, grass, sun, secondary, lizard, tertiary*.
2 Read out loud the words in the box again. Ask students to point to the correct picture and copy the word.

Answers:

1 sun 2 grass 3 caterpillar
4 secondary 5 lizard 6 tertiary

Extra practice

1 Invite volunteers to work in pairs to create their own posters of food chains. Encourage them to think of other animals and plants to use in their diagrams.
2 Ask students to work on pairs and present their posters to the class.

Closing

- Call out *fruit* and have students give examples. Ask them to describe how they grow (on a tree, in the ground, etc.). Continue with *vegetable* and *legume*.
- Tell them that they will be talking about food again in the next lesson. Ask them to think about some of the food their families buy every week and bring some ideas to the next lesson.



LESSON 3 pages 10-13

Objectives:	To listen to three conversations about food To learn about countable and uncountable nouns To learn and practice using *some* and *any* To act out a dialog about buying and selling fruits and vegetables
Language:	*What would you like?* *I would like …* *a banana/an orange* *some apples* *some rice* *Are there any tomatoes?* *We haven't got any grapes.* *How about buying some carrots?*
Skills:	Listening: Three dialogs about food
Life Skills:	Putting together a healthy meal
Values:	Asking for things politely in the market
Materials:	Student's Book pages 10-13 Audio files Pictures and/or real examples of different kinds of countable and uncountable food e.g., fruits and vegetables, sugar, oil, rice (optional)

Opener

- Greet the class, then have them greet you back.
- Write *fruit*, *vegetable*, *legume* on the board. Divide the class into groups and ask them to brainstorm examples of each kind of food.
- Each group in turn calls out an idea (e.g., *an apple is a fruit*, *a potato is a vegetable*, *a bean is a legume*). Which group has the most correct answers?
- Ask students to work in small groups. Set a timer of 4 minutes and tell the students to think of an A–Z of food. Elicit a few examples from the students, e.g., *apple*, *banana* before you set the timer.
- Encourage students to share their ideas to build up a class A-Z list of food.

STUDENT'S BOOK page 10

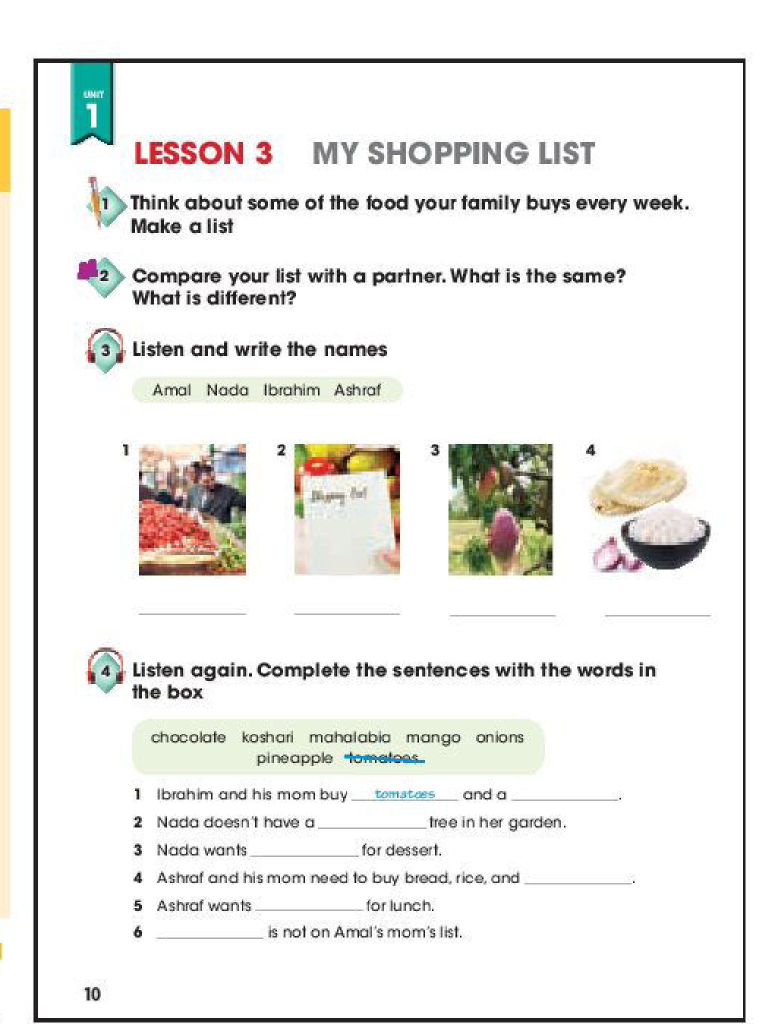
1 Think about some of the food your family buys every week. Make a list

1 Ask *What food does your family buy each week?* Ask a few students to share their answers. Write useful words on the board.
2 Tell them to write lists in their notebooks. Go around and help with new vocabulary.

Students' own answers

2 Compare your list with a partner. What is the same? What is different?

1 Put students in pairs to compare their lists. Go around and ask them *What is the same and what is different?*


UNIT 1

LESSON 3 MY SHOPPING LIST

1 Think about some of the food your family buys every week. Make a list

2 Compare your list with a partner. What is the same? What is different?

3 Listen and write the names

Amal Nada Ibrahim Ashraf

1 2 3 4

4 Listen again. Complete the sentences with the words in the box

chocolate koshari mahalabia mango onions pineapple ~~tomatoes~~

1 Ibrahim and his mom buy tomatoes and a ________.
2 Nada doesn't have a ________ tree in her garden.
3 Nada wants ________ for dessert.
4 Ashraf and his mom need to buy bread, rice, and ________.
5 Ashraf wants ________ for lunch.
6 ________ is not on Amal's mom's list.

10

2 Invite a few pairs to tell the class about their lists, and the similarities and differences.

Students' own answers

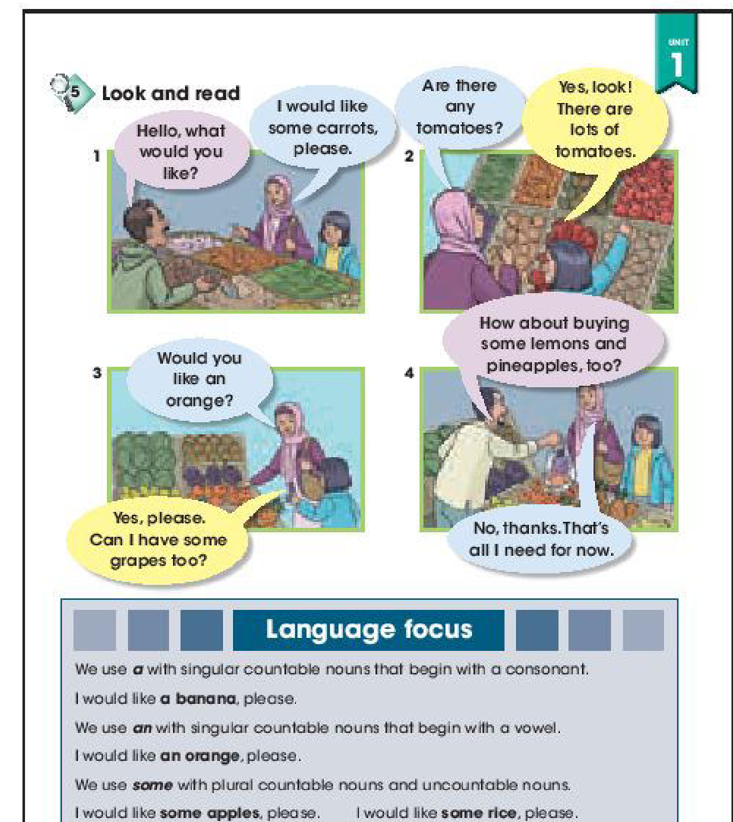
3 Listen and write the names

1 Allow students time to look at the pictures and describe them in pairs.
2 Tell students that the images represent four dialogs that they are going to hear, and that they must identify and write the name of the person speaking next to the correct image.
3 Tell students *Listen and write the names*. Pause after each dialog so the students can write their answers.
4 Play the four recordings again for students to check their answers in pairs.

Audioscript

1

Market trader:	*Lovely tomatoes! Come and buy! How about buying some lovely red tomatoes?*
Mom:	*Oh, I think we need some tomatoes. How much are they?*
Market trader:	*They're a good price: they're only three pounds for one kilogram.*
Mom:	*OK. We'll have a kilogram, please.*
Market trader:	*How about buying some carrots too?*
Mom:	*No, thank you.*
Ibrahim:	*Mom, please can we have a pineapple?*



Mom:	*Hmm, yes, Ibrahim! Let's buy a nice juicy pineapple.*
Market trader:	*There you go. That'll be 20 pounds in total, please.*
3	
Nada:	*I really like coming to your house, Grandma.*
Grandma:	*I like it when you visit me Nada.*
Nada:	*We haven't got a mango tree in our garden at home. We've got a lemon tree.*
Grandma:	*I know. I'm lucky to have one. Would you like to have a mango now?*
Nada:	*Yes, please! I would also like to have your mango and coconut mahalabia later. Have you got any coconut?*
Grandma:	*Yes, I bought some in the market this morning.*
4	
Mom 2:	*Ashraf, will you come to the market with me?*
Ashraf:	*Yes, of course. What do we need to buy?*
Mom 2:	*We need to buy bread and rice. What would you like for lunch on Saturday? Uncle Faisal is coming.*
Ashraf:	*Oh, I would like koshari, please. It's my favorite!*
Mom 2:	*OK, are there any onions in the fridge?*
Ashraf:	*No, there aren't. So, we need to buy bread, rice and onions.*

2	
Dad:	*OK, what do we need to get Amal?*
Amal:	*[reading from a list] Mom says three lemons and some eggs.*
Dad:	*Here are the lemons.*
Amal:	*The eggs are over there. Oh, and chocolate too!*
Dad:	*Is it on Mom's list?*
Amal:	*No, but can I have some please?*
Dad:	*OK, but don't eat it until after dinner Amal!*

Answers:

1 Ibrahim 2 Amal 3 Nada 4 Ashraf

4 Listen again. Complete the sentences with the words in the box

1 Tell students to read the words in the box.
2 Ask them to listen again and use the words in the box to complete the sentences.
3 Model the first example with students.
4 Play the first conversation and have students complete sentences 2 and 3.
5 Continue with the other conversations pausing for students to complete sentences 4 to 6.
6 Ask them to check their answers in pairs before class feedback.

Answers:

1 tomatoes, pineapple 2 mango
3 mango and coconut mahalabia 4 onions
5 koshari 6 Chocolate

STUDENT'S BOOK page 11

5 Look and read

1 Ask students to look at the pictures and read the speech bubbles.
2 Tell different students to read out the speech bubble texts while the other students follow in their books. Check they are pointing to the correct texts.
3 Put students in pairs and ask them to practice reading the dialogs together. Go around and monitor. Help with pronunciation as needed.

PREPARATION

1 Draw a few chickpeas on the board and ask *What are these?* Ask *Can you count the chickpeas?* (Yes) *How many are there?* (students count them).
2 On the board, write these headings: *countable* and *uncountable*.
3 Ask students *Are these countable or uncountable?*
4 Continue in the same way with more examples of countable food nouns, e.g. *beans, apples, grapes*.
5 Choose an uncountable food noun, e.g., rice. Ask *Can you count rice?* (No.)



6 Continue with more examples, e.g., flour, milk, water. (You can explain that we *can* count *bottles* of water, and *packets* of rice (for example), but we *can't* count the actual *water* or *rice*.)
7 Ask students to remember the countable nouns, and write each one under the correct heading on the board.
8 Ask them to remember the uncountable nouns and write them under the correct heading on the board.
9 Elicit some more examples for each list. If you have pictures, hold them up and elicit the words and the correct category (countable or uncountable).

some more suggestions:
countable: bananas, pears, onions, potatoes, tomatoes, cookies
uncountable: juice, oil, bread, meat, coffee, sugar

LANGUAGE FOCUS

1 Read out the first line and elicit more examples of singular countable nouns that begin with a consonant (refer the students to the list on the board). Ask can you think of another example?
2 Do the same with the second line. Examples could include an apple, an onion, an orange, an egg.
3 Read out the third line. Put students in pairs and ask them to practice making sentences with I would like some +plural countable noun/uncountable noun, e.g., some lemons, some apples, some bread, some lemonade. Elicit some ideas from the class.
4 Read out the fourth line, and have students work in pairs to practice asking questions with Are there any (tomatoes/cookies etc.?). Elicit some ideas from the class.

STUDENT'S BOOK page 12

6 Look and circle the correct words

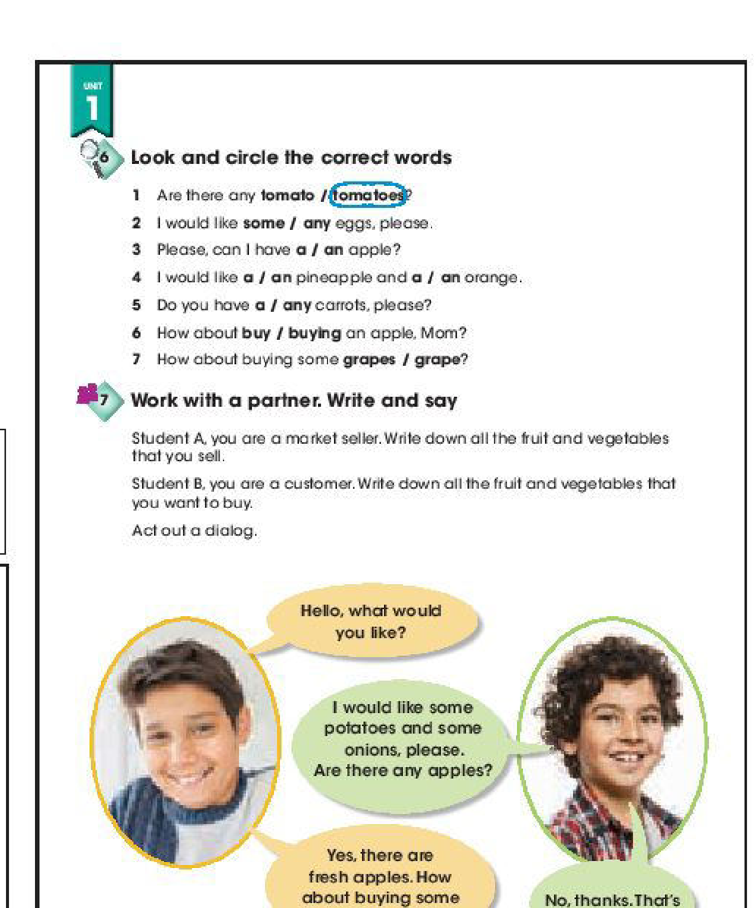
1 Say *Read number 1. Why is tomatoes the correct answer?*
2 Tell students to work in pairs or small groups to discuss. Encourage them to use the *Language Focus* box on page 11. Remind them that we use *any* with plural countable nouns and uncountable nouns in questions and negative sentences.
3 Say *Look and circle the correct word. Work by yourself.*
4 Tell students to work individually, then check their answers in pairs or small groups.
5 Elicit the answers from the class and encourage them to say why the answers are correct.

Answers:

1 tomatoes	2 some	3 an	4 a /an
5 any	6 buying	7 grapes	

7 Work with a partner. Write and say

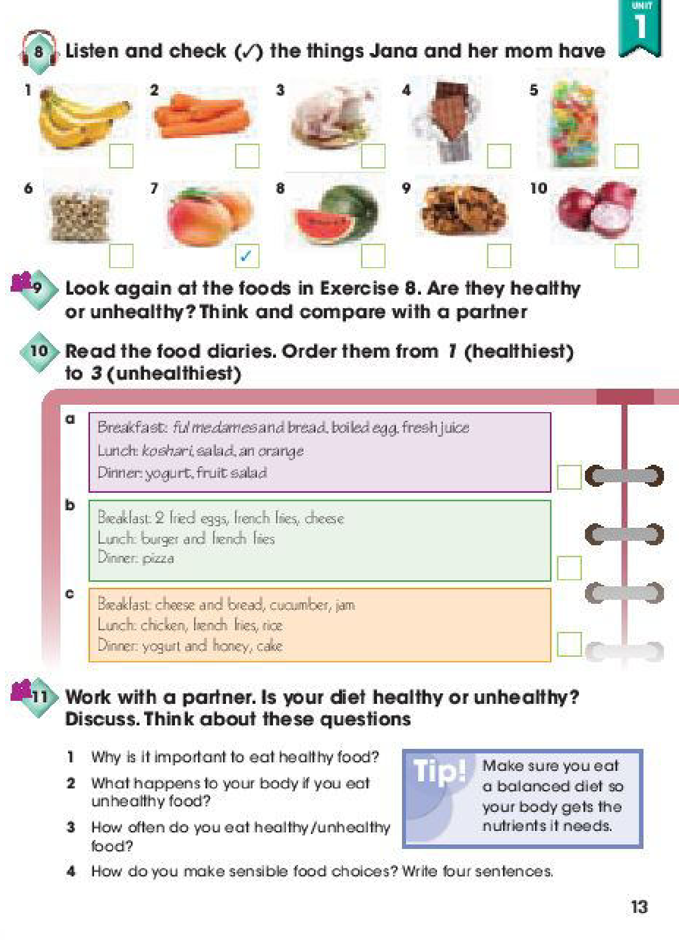
1 Say *You are going to act out a dialog between a market seller and a customer.*



2 Divide the class into As and Bs. Check that students know which group they are in by asking the As to all stand up (and then sit down) and all the Bs to stand up (and then sit down).
3 Say *Read the instructions on page 12.* Wait while students read and then say *As, are you selling or buying fruit and vegetables?* (selling). *Bs, are you selling or buying fruit and vegetables?* (buying).
4 Instruct students to write their fruit and vegetable lists. Go around and provide support as needed.
6 Say *Listen, I'm A and .... is B.* Model the dialog for the class.
7 Put students into AB pairs. Say *Now act out the dialog* and signal students to begin.
8 Go around and provide support as needed.

Extra practice

Ask students to act out the dialog with a different partner.



UNIT 1

8 Listen and check (✓) the things Jana and her mom have

1 2 3 4 5

6 7 ✓ 8 9 10

9 Look again at the foods in Exercise 8. Are they healthy or unhealthy? Think and compare with a partner

10 Read the food diaries. Order them from *1* (healthiest) to *3* (unhealthiest)

a
Breakfast: ful medames and bread, boiled egg, fresh juice
Lunch: koshari, salad, an orange
Dinner: yogurt, fruit salad

b
Breakfast: 2 fried eggs, french fries, cheese
Lunch: burger and french fries
Dinner: pizza

c
Breakfast: cheese and bread, cucumber, jam
Lunch: chicken, french fries, rice
Dinner: yogurt and honey, cake

11 Work with a partner. Is your diet healthy or unhealthy? Discuss. Think about these questions

1 Why is it important to eat healthy food?
2 What happens to your body if you eat unhealthy food?
3 How often do you eat healthy/unhealthy food?
4 How do you make sensible food choices? Write four sentences.

Tip! Make sure you eat a balanced diet so your body gets the nutrients it needs.

13

STUDENT'S BOOK page 13

8 Listen and check (✓) the things Jana and her mom have

1 Say *Look at the pictures* and elicit the vocabulary by asking students *What is it/are they?*
2 Tell them to listen and check the items that Jana and her mom have.
3 Play the audio and ask students to check their answers in pairs or small groups.
4 Check answers with the whole class.

Audioscript

Mom: *Jana, can you help me unpack the bags, please?*
Jana: *Yes, of course. Oh, good, you bought mangoes at the market. I love mangoes. Oh, and you bought chocolate. Mmm, delicious!*
Mom: *Put that in the cupboard, please. It's for dessert tomorrow. We only have chocolate on Saturdays – it isn't very healthy.*
Jana: *OK. Where shall I put the cookies?*
Mom: *Please put them in the top cupboard. You can have one after school tomorrow, but just one - they aren't very healthy!*
Jana: *OK. I'll put the bananas in the fruit bowl on the table.*
Mom: *Thank you. Is the chicken in the fridge? It's for shawerma for lunch today.*
Jana: *Yes, it's there with the carrots.*
Mom: *Thank you, Jana. Do you want Om Ali for dessert tonight? I bought a bag of nuts.*
Jana: *Yes, please, Mom! That's my favorite!*

Answers:

mangoes (7), chocolate (4), cookies (9), bananas (1), chicken (3), carrots (2), nuts (6)

9 Look again at the foods in Exercise 8. Are they healthy or unhealthy? Think and compare with a partner

1 Ask students to look at the pictures in Exercise 8 again.
2 Say *Talk to your partner. Which foods are healthy, and which are unhealthy?* Elicit some examples before students work in pairs.
3 Check answers with the class.

Answers:

Healthy: mangoes; bananas; chicken; carrots; nuts; watermelon; onions
Unhealthy (in large amounts): chocolate; cookies; sweets

10 Read the food diaries. Order them from *1* (healthiest) to *3* (unhealthiest)

1 On the board, write *breakfast, lunch, and dinner.* Under each category, write down what you eat for each meal, for example, *ful medames* for breakfast; *koshari* for lunch; and *salad, ice cream* and *chocolate* for dinner. Ask students *Are these meals healthy or unhealthy? Why/why not?*
2 Tell them this is a food diary, and they are going to read about 3 more food diaries.
3 Say *Read the food diaries and order them from 1 to 3. 1 is the healthiest and 3 is the unhealthiest.*
4 Ask students to complete the task individually, then check their answers in pairs.
5 Go around and encourage them to say why they chose that order.
6 Elicit some ideas from the class.

Answers:

a 1   b 3   c 2

11 Work with a partner. Is your diet healthy or unhealthy? Discuss. Think about these questions

1 Tell students *You are going to talk to your partner about your diet. Read these questions and think about your answers.* Refer to the *Tip!* and make sure students understand the importance of a balanced diet.



2 Ask students to work individually to think about their answers.
3 Put them into pairs to discuss.
4 Go around and provide support as needed.

Suggested answers:

1 Healthy food helps our bodies grow and helps us fight diseases.
2 Too much unhealthy food can make us fat. It can make us ill and it's bad for our hearts.
3 Students' own answers
4 Eat a balanced diet. Eat lots of fruit and vegetables. Don't eat too much fast food. Avoid foods that contain too much sugar.

Closing

- If you have pictures or real examples of food, hold them up and elicit *a/an…; some …*
- Call out food words at random, and have students repeat them with *a, an* or *some* in front:
  apple – an apple
  bananas – some bananas
  water – some water
- Then say *Have you got….* and elicit correct ways to end the question, e.g., *any mangoes/any rice/a watermelon.*
- Finally, say *We haven't got…* and elicit correct ways to end the sentence, e.g., *a mango, any grapes, any oil.*

LESSON 4 pages 14-15

Objectives:	To talk about shopping lists and going shopping To practice using *a, an, any,* and *some* in the context of food To practice asking for things at the market
Vocabulary:	*boiled egg, fried egg, fresh juice, fruit salad, French fries*
Life skills:	Having a balanced diet, and choosing healthy food over unhealthy food
Materials:	Student's Book, pages 14-15 Audio files Pictures or real objects of food.

STUDENT'S BOOK page 14

1 Listen and read. What did Jack get for his cow?

1 Check that students understand what a beanstalk means (the main center stalk of a bean plant). Ask students whether they know the story Jack and the Beanstalk and discuss what it might be about.
2 Tell them to listen and read while you play the audio.
3 Tell them to listen and read while you play the audio. Encourage students to guess the meaning of new words.

UNIT 1 **LESSON 4 JACK AND THE BEANSTALK**

1 **Listen and read. What did Jack get for his cow?**

1

Jack and his mother were very poor. "Go to the market and sell our last cow," said Jack's mother. "Please get a good price, Jack!"

2

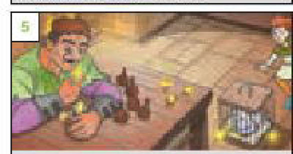
On the way to the market, Jack met an old man. "I have these special beans. Do you want to buy them? They will make you rich!" said the man.

3

Jack bought the beans. But his mother was very angry. "We need food, Jack, not beans!" She threw them out of the window. "Sorry, Mom," said Jack. "I thought they would help us." Jack went to bed. He was sad and very hungry.

4

The next morning, Jack saw a very tall beanstalk in the garden. It went all the way up to the clouds. Jack climbed the beanstalk. At the very top, he saw a **castle**. Jack went inside to see if anyone needed help.

5

Suddenly, Jack saw a very big **giant**. He was counting bags of gold coins. There was a hen on the table. The hen was in a **cage**. Next to the hen was a golden egg.

14

4 Read out the question *What did Jack get for his cow?* and elicit the answer.
5 Ask students to read the story again and check.

Audioscript

Jack and the Beanstalk
Jack and his mother were very poor. "Go to the market and sell our last cow," said Jack's mother. "Please get a good price, Jack!"
On the way to the market, Jack met an old man. "I have these special beans. Do you want to buy them? They will make you rich!" said the man.
Jack bought the beans. But his mother was very angry. "We need food, Jack, not beans!" She threw them out of the window. "Sorry, Mom," said Jack. "I thought they would help us." Jack went to bed. He was sad and very hungry.
The next morning, Jack saw a very tall beanstalk in the garden. It went all the way up to the clouds. Jack climbed the beanstalk. At the very top, he saw a castle. Jack went inside to see if anyone needed help.
Suddenly, Jack saw a very big giant. He was counting bags of gold coins. There was a hen on the table. The hen was in a cage. Next to the hen was a golden egg.
The hen looked very sad. It was a magic hen, and it could talk! "Help me, please," cried the hen. "Save me from this terrible giant!"
As soon as Jack reached his garden, he grabbed his axe. He chopped down the beanstalk. The giant fell on the ground and ran away. The hen was happy! It was free at last!



The hen looked very sad. It was a magic hen, and it could talk! "Help me, please," cried the hen. "Save me from this terrible giant!"



As soon as Jack reached his garden, he **grabbed** his axe. He **chopped** down the beanstalk. The giant fell on the ground and ran away. The hen was happy! It was free at last!



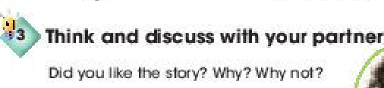
"Thank you for helping me, Jack. You are a kind boy. Can I please stay with you and your mother?" Jack and his mother weren't poor anymore. They sold the golden eggs to buy food. Jack and his mother lived happily ever after.



2 Look at the words in bold. Match them to their meanings

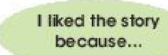
1 giant
2 grab
3 castle
4 chop
5 cage

a a very large building built a long time ago
b to cut something down
c a box in which we keep animals
d a very, very big person
e to pick something up quickly



3 Think and discuss with your partner

Did you like the story? Why? Why not?





15

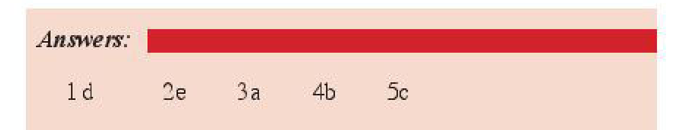
"Thank you for helping me, Jack. You are a kind boy. Can I please stay with you and your mother?"
Jack and his mother weren't poor anymore. They sold the golden eggs to buy food. Jack and his mother lived happily ever after.

Answer:

Special beans

2 Look at the words in bold. Match them to their meanings

1 Read the words to the class (giant, grab, castle, chop, cage) and ask students to find them in the text. Explain that the whole sentence can help the reader to guess the meaning of a new word.
2 Ask students to match the words to their meanings.
3 Put students in pairs and ask them to read the text again.
4 Check answers with the whole class.



Answers:

1 d 2e 3a 4b 5c

3 Think and discuss with your partner

1 Read the questions to the students *Did you like the story? Why? Why not?* Encourage students to give reasons to their answers, e.g., *I like the story because it teaches us to help others when we can.*
2 Ask them to discuss the questions with a partner. Refer them to the speech bubbles and encourage them to use the dialog *I liked the story because …* or *I didn't like the story because …*
3 Invite students to share their ideas with the class. Encourage them to accept others' reasons as long as these reasons are reasonable.



STUDENT'S BOOK page 16

1 Look and write

1 Review what vowels are and what are long and short vowels. Provide examples and ask students to provide some more.
2 Point at the first picture and ask *What is it?* (*cake*).
3 Repeat with the other examples. Model for the students to repeat, e.g., *lime*, *bean*, *grape*, *egg*, *milk*, *rice*, *candy*.
4 Ask students to complete the missing labels individually, then compare their answers with their partners. Go around and check.



Answers:

1 cake	2 lime	3 bean	4 grape
5 egg	6 milk	7 rice	8 candy

2 Listen and check. Then listen and repeat

1 Say *Listen and check your answers*.
2 Play the audio, pausing after each word for students to repeat it.
3 Play the recording again and encourage students to repeat.

Audioscript

1 cake	*2 lime*	*3 bean*	*4 grape*
5 egg	*6 milk*	*7 rice*	*8 candy*

3 Say. Then circle the odd one out

1 Read out the first three words, pausing after each word for students to repeat it.
2 Ask *Which word has a different sound?* (grape). Students practice the vowel sounds in *grape*, *egg* and *bread* again.
3 Put students in pairs to continue with the task. Go around and check, making corrections where necessary.
4 Check the answers with the whole class.

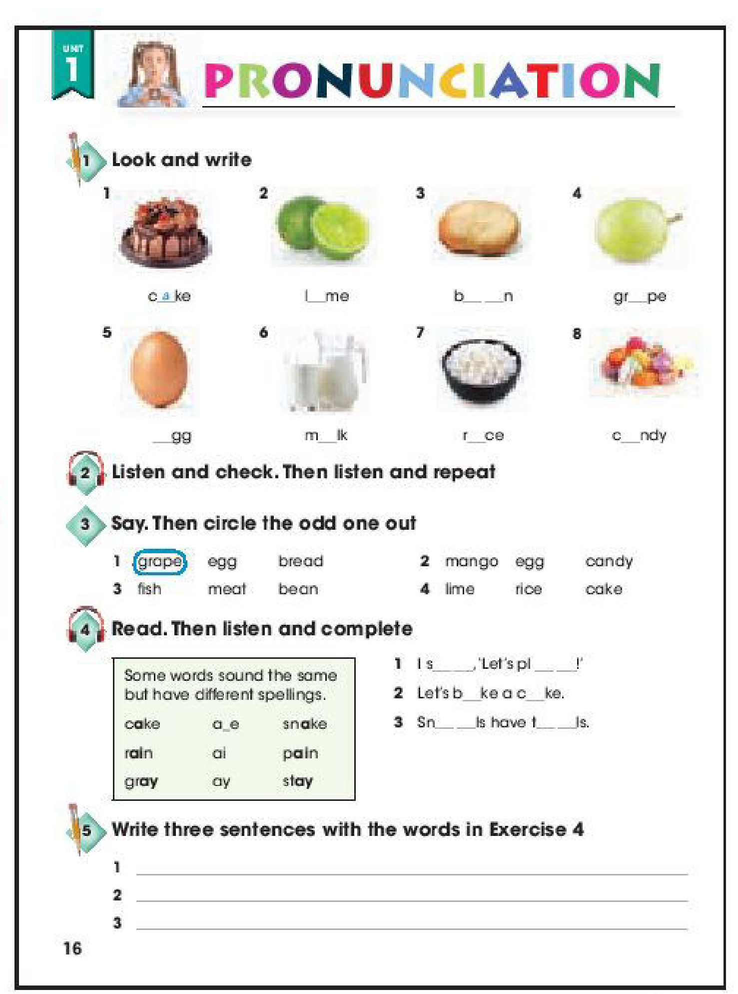


Answers:

1 grape	2 egg	3 fish	4 cake

4 Read. Then listen and complete

1 Say *Read the text in the box*.
2 Read it out to the class, pausing after each example (*cake*, *rain*, *gray*) for them to repeat.
2 Ask students *Do these words have the same spelling? (No) Do they have the same vowel sound? (Yes)*. Ask *Can you think of more examples?*
cake: same, face, late
rain: tail, wait, sail
gray: way, say, day
3 Say *Look at the three sentences*. Play the recording, pausing after each one while they complete the missing letters.
4 Play it again for them to check.
5 Put them in pairs to practice saying each sentence.



UNIT 1 **PRONUNCIATION**

1 Look and write

1 c_a_ke 2 l__me 3 b__ __n 4 gr__pe
5 __gg 6 m__lk 7 r__ce 8 c__ndy

2 Listen and check. Then listen and repeat

3 Say. Then circle the odd one out

1 (grape) egg bread
2 mango egg candy
3 fish meat bean
4 lime rice cake

4 Read. Then listen and complete

Some words sound the same but have different spellings.

cake	a_e	snake
rain	ai	pain
gray	ay	stay

1 I s__ __, 'Let's pl__ __!'
2 Let's b__ke a c__ke.
3 Sn__ __ls have t__ __ls.

5 Write three sentences with the words in Exercise 4

1 ______
2 ______
3 ______

16

Audioscript

1 I say, 'Let's play!' *2 Let's bake a cake.*
3 Snails have tails.

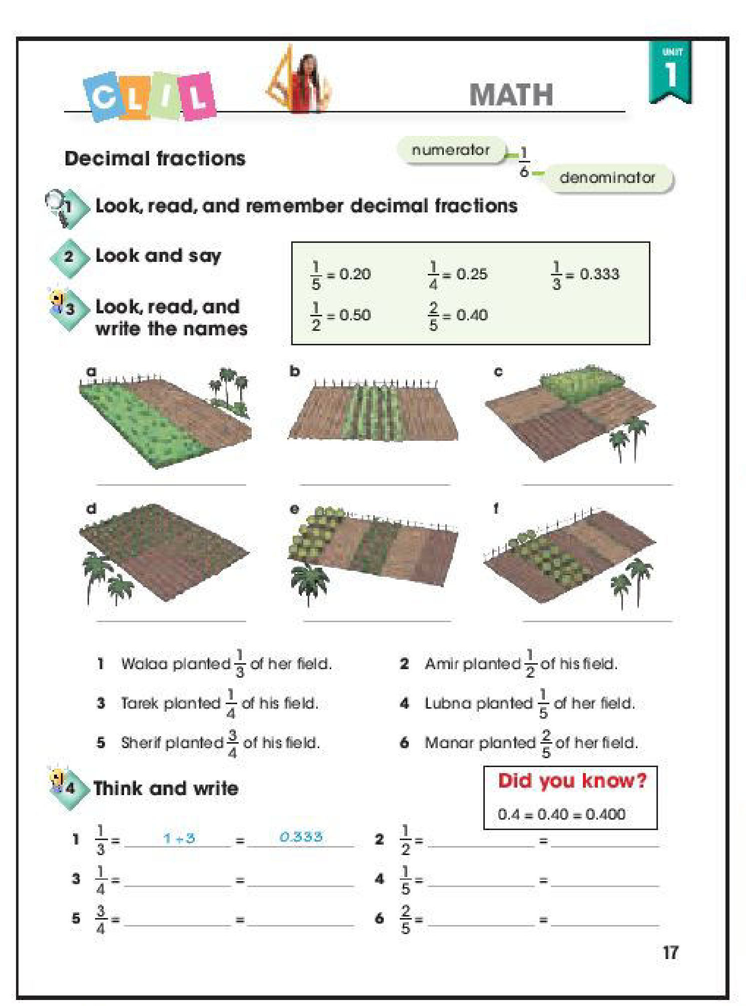
Answers:

1 I say, 'Let's play!' 2 Let's bake a cake.
3 Snails have tails.

5 Write three sentences with the words in Exercise 4

1 Tell students to look again at Exercise 4. Ask them to call out the words with the /eɪ/ sound (*say*, *play*, *bake*, *cake*, *snail*, *tail*).
2 Ask them to suggest sentences that contain one or more of these words.
3 Elicit a few ideas, then put them in pairs to think of some more. Go around and help where necessary.
4 Ask students to share ideas with the class. Write good ideas on the board.
5 Tell students to write three sentences in their books. Allow them to use other students' ideas if they want to. Fast finishers could write more than three sentences.
6 Go around and check their work. Ask some students to read their sentences to the class.

Students' own answers


CLIL MATH

UNIT 1

Decimal fractions

numerator 1
6 denominator

1 Look, read, and remember decimal fractions

2 Look and say

3 Look, read, and write the names

$\frac{1}{5}$ = 0.20	$\frac{1}{4}$ = 0.25	$\frac{1}{3}$ = 0.333
$\frac{1}{2}$ = 0.50	$\frac{2}{5}$ = 0.40	

a b c d e f

1 Walaa planted $\frac{1}{3}$ of her field.
2 Amir planted $\frac{1}{2}$ of his field.
3 Tarek planted $\frac{1}{4}$ of his field.
4 Lubna planted $\frac{1}{5}$ of her field.
5 Sherif planted $\frac{3}{4}$ of his field.
6 Manar planted $\frac{2}{5}$ of her field.

4 Think and write

Did you know?
0.4 = 0.40 = 0.400

1 $\frac{1}{3}$ = 1 ÷ 3 = 0.333
2 $\frac{1}{2}$ = ______ = ______
3 $\frac{1}{4}$ = ______ = ______
4 $\frac{1}{5}$ = ______ = ______
5 $\frac{3}{4}$ = ______ = ______
6 $\frac{2}{5}$ = ______ = ______

17

STUDENT'S BOOK page 17

Presentation

1 Draw a large circle on the board and shade in half of it. Point to one half of the circle, and ask *What fraction is this?* Elicit or model *a/one half*. Ask a student to write it on the board as a fraction (1/2).
2 On the board, write these fractions: 3/4, 1/4, 1/8. Ask students *What fractions are these?* Elicit or model *three quarters*, *a/one quarter, one eighth.*
3 Ask *Which is the biggest: a half, three quarters, or a quarter?* (three quarters). *Which is the smallest?* (a quarter).
4 Tell the class they are going to learn more about fractions in this lesson.

1 Look, read, and remember decimal fractions

1 Point to the first fraction on the board (1/2). Ask *Which number is the numerator?* (1). *Which is the denominator?* (2). Write these words on the board.
2 Tell students to look at the fraction on page 17.
3 Ask *What is this fraction?* (one sixth). *Which number is the nominator?* (1). *Which number is the denominator?* (6).

2 Look and say

1 Refer to the box on the right side of the page. Explain that both fractions and decimals are interchangeable. A decimal is a fraction that is shown as a point followed by the number of tenths, hundredths, etc. Fractions are written in the form ½. Decimals are written as 0.5.
2 Model the name of each fraction, while students point and repeat.
3 Say the name of one of the fractions at random, and have students point to the correct one in their books.
4 Put students in pairs and tell them to take turns to say one of the fractions for their partners to point to.

Extra practice

1 Invite volunteers to come to the board and write fractions for the class to name.
2 Then have different students name a fraction and choose someone to write it on the board.

3 Look, read, and write the names

1 Say *Look at the pictures. What can you see? Talk about the pictures with your group*. Put students in small groups to discuss.
2 Read out the first sentence, and ask *Which number is Walaa's field?* Tell them to write *Walaa* in the correct place (b Walaa). Go around and check.
3 Put students in pairs to complete the task. Monitor their conversations and offer help where needed.
4 Invite different students to read out each sentence, hold up their books and point to the correct picture.

Answers:

a Amir	b Walaa	c Tarek
d Sherif	e Manar	f Lubna

4 Think and write

1 On the board, write *decimals*. Have students repeat the word. Elicit or remind students what this means.
2 Ask students to look at the first fraction, with the answer given as an example. Model or elicit how to say the decimal (*zero point three three three*).
3 Go through the exercise with the whole class, or put students in pairs to complete it.
4 Fast finishers could write decimals for their partners to write as fractions. Tell them to check the answers in pairs, using calculators if necessary.
6 Have different students read out the answers, and make sure they say the decimals and fractions correctly each time.

Answers:

1 1 ÷ 3 = 0.333 (zero point three three three)
2 1 ÷ 2 = 0.5 (zero point five)
3 1 ÷ 4 = 0.25 (zero point two five)
4 1 ÷ 5 = 0.2 (zero point two)
5 3 ÷ 4 = 0.75 (zero point seven five)
6 2 ÷ 5 = 0.4 (zero point four)

Closing

- On the board, write these lists:



$\frac{1}{2}$	0.333
$\frac{1}{3}$	0.5
$\frac{1}{4}$	0.75
$\frac{3}{4}$	0.666
$\frac{2}{3}$	0.25

- Ask students to match the fractions on the left with the decimals on the right. Each time, make sure they say the numbers correctly.
- Tell students that next lesson they will be talking about recipes. Ask them to think about a simple recipe they would like to make and find out how to make it.

Answers:

one half/zero point five
one quarter/zero point two five
one third/zero point three three three
three quarters/zero point seven five
two thirds/zero point six six six

LESSON 5 pages 18-19

Objectives:	To read and understand a recipe To write a recipe
Vocabulary:	*weigh out, mix, pour, bake, boil, cut*
Skills:	Reading - a simple recipe Writing - write a recipe
Materials:	Student's Book pages 18-19 Pictures of cakes, e.g., from magazines (optional) Sheets of paper and drawing materials (optional)

Opener

- Greet the class. Chain *Hello (name), how are you?* around the class.
- Draw or hold up pictures of cake and ask *Which one looks the nicest?* Ask students to vote for the best-looking cake.
- Ask *What's your favorite kind of cake?* Have a class vote for the best cake.



UNIT 1

LESSON 5 WRITING



Look and read. What is the recipe for?





INGREDIENTS
2 cups semolina
1 cup yogurt
$\frac{1}{3}$ cup sugar
$\frac{1}{2}$ cup melted butter
1 tsp baking powder
1 cup coconut
almonds

Syrup
$\frac{3}{4}$ cup water
2 tbsp honey

My favorite recipe

We cook lots of different things, such as lentil soup, *ful medames*, and **stuffed** vegetables. My favorite thing to bake is *basbousa*. This is how you make it.

First, you need to turn your oven on to get it hot. Then **weigh out** the ingredients. Then you **mix** the semolina, coconut, sugar, and melted butter. You should mix these ingredients by hand. I love doing this! Then you add the yogurt and **pour** the mixture into a baking dish.

You can use a knife to make diamond shapes on top of the *basbousa*. Put an almond on each diamond. It looks really pretty. **Bake** the *basbousa* in the oven for 30 minutes.

Make the syrup. Put the honey, water, and lemon juice into a saucepan. **Boil** the mixture for about 10 minutes.

Take it out of the oven. Then pour the syrup over the *basbousa*. **Cut** the *basbousa* and share it with your family!

18

STUDENT'S BOOK page 18

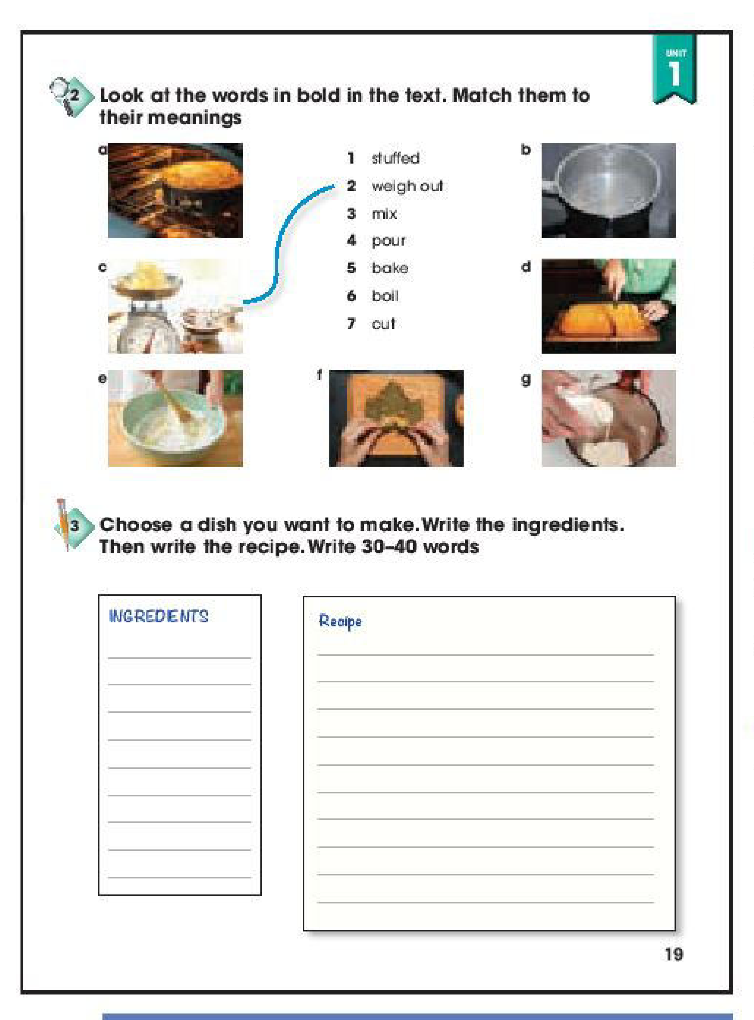
1 Look and read. What is the recipe for?

1 Say *Look and read. What is a recipe?* Accept all reasonable answers, then explain that a recipe is a set of instructions for making a dish or a dessert. The recipe provides a precise record of the ingredients, the amounts we need, and the way these ingredients are combined.
2 Ask students to read the text and share their ideas with a partner. Go around and offer help where needed.
3 Ask *What is the recipe for?* and elicit *Basbousa*. Ask *Do you like Basbousa? Do you make it at home?*

Answers:

The recipe is for *Basbousa*.





UNIT 1

2 Look at the words in bold in the text. Match them to their meanings

1 stuffed
2 weigh out
3 mix
4 pour
5 bake
6 boil
7 cut

a b c d e f g

3 Choose a dish you want to make. Write the ingredients. Then write the recipe. Write 30–40 words

INGREDIENTS

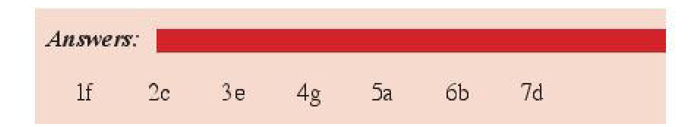
Recipe

19

STUDENT'S BOOK page 19

2 Look at the words in bold in the text. Match them to their meanings

1 Tell students to match the words to their meaning.
2 Encourage them to guess the meanings of the words in bold by looking back at the text on page 18.
3 Ask students to check their answers in pairs.



Answers:

1f 2c 3e 4g 5a 6b 7d

Extra practice

1 Ask students to mime the actions (weigh out, mix, etc.) from exercise 1 for the other students in their group to guess.
2 You could do this as a class activity or in pairs or small groups.

3 Choose a dish you want to make. Write the ingredients. Then write the recipe. Write 30–40 words

1 Tell students to look back at the text on page 18.
2 Put them in pairs and tell them to discuss with their partners what dish they want to make.
3 Ask *Who has thought about a recipe?* Say *Well done* and ask students to share their ideas with the class.
4 Put students with recipe ideas with students with none. Tell them to tell each other their recipe ideas and encourage them to help each other with ideas. Go around and make suggestions where necessary.
5 Tell students to list the ingredients for their recipes. Encourage them to check each other's work. Go around and provide new vocabulary as needed and check spelling.
6 Say *You're going to write the method. You can use the text on page 18 to help you.* Go around and monitor. Provide support as needed.
7 Encourage them to read and check each other's work.

Students' own answers

Extra practice

1 Hand out sheets of paper and have students write final drafts of their recipes.
2 Encourage students to illustrate their recipes. Use them as part of a class display.

Closing

- Invite students to read out their recipes to the class. You could have a class vote for their favorite one.



LESSON 6 pages 20-21

Objectives:	To research and create a poster about a fruit, vegetable, or legume that grows in Egypt To present their posters to the class and discuss them To revise language learned in the Unit To do a self-assessment of their progress
Skills:	Project – research local produce, make a poster and give a presentation
Materials:	Student's Book page 20 Large sheets of plain paper and drawing materials

Opener

- Greet the class and have them chain greetings around the class.
- Play *Word Whispers* with the students (Game Bank, page 165)

STUDENT'S BOOK page 20

1 Think and research

1 Read out the instructions: *Research a fruit, vegetable or legume that grows locally* and invite initial ideas from the class. Ask *What are you going to choose?*
2 Put students in pairs or small groups. Tell them to decide which fruit, vegetable, or legume they would like to research. Go around and monitor, offering help and suggestions where needed. Ask *Where does it grow? How does it grow? How do the farmers harvest it? What do we use it for?*
3 Tell them to read and discuss the four questions in their books. Tell them to research the answers if possible, or find out the answers at home and complete the project next lesson.

2 Read and do

1 Ask students to plan their poster out in rough. Go around, check and advise. Remind them that posters need to have clear headings and eye-catching illustrations and designs.
2 Tell students that they can draw or find some pictures to use.
3 Hand out a sheet of paper to each pair or group.
4 Move around, advising and encouraging students while they work on their posters.

3 Show your poster to the class

1 Divide the class into pairs of As and Bs. All the A pairs/groups stand around the walls and show their folders. Bs then move around the posters and ask questions about the projects.
2 Ask the B pairs/groups to then stand up with their posters and repeat the process with the As asking questions.
3 Go around and pick up interesting questions and answers for feedback.



UNIT 1

LESSON 6  **PROJECT**

 **1 Think and research**

Research a fruit, vegetable, or legume that grows in Egypt. Find out where and how it grows. Find out what we use it for.Think about these:

1 What dishes can you make with it?
2 What other ingredients do you add to it?
3 Find a recipe you would like to make that uses it.

 **2 Read and do**

1 Draw or find some pictures you can use.
2 Make your poster.

 **3 Show your poster to the class**



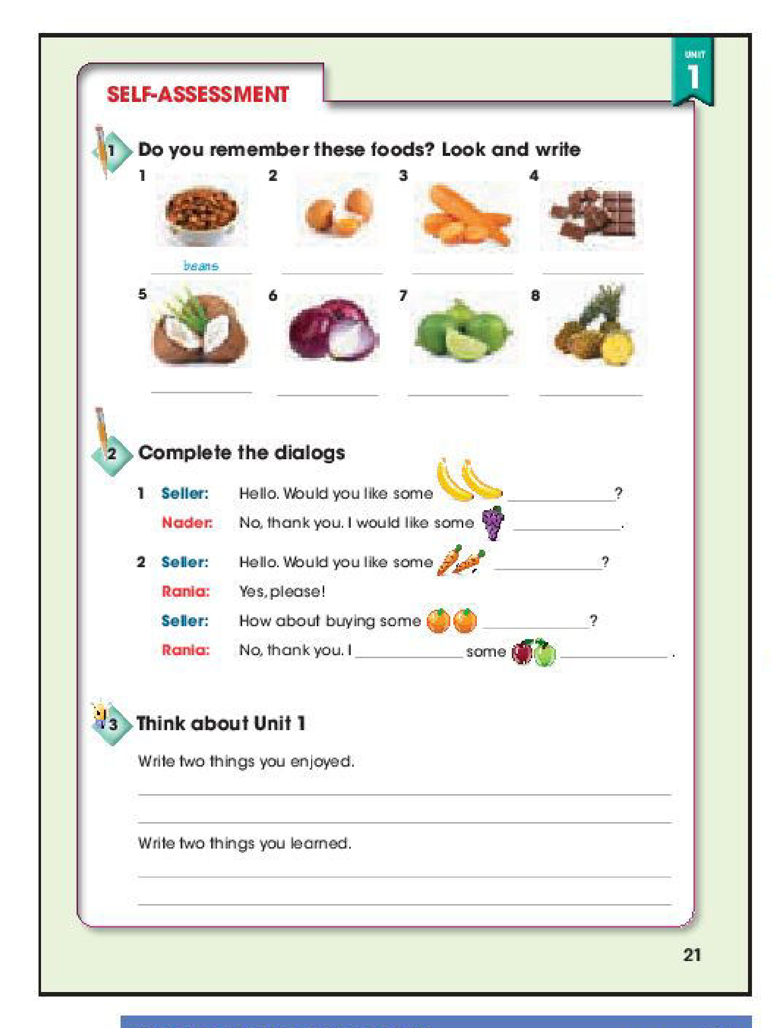
 **4 Discuss**

Talk to your classmates about their posters. Tell them what you like. Tell them what you learned from their poster.

20

4 Discuss

1 Encourage the class to ask and answer questions about each other's posters.
2 Encourage them to make constructive comments and suggestions. Ask (e.g.) *What's good about this poster? Is it clear? How could you make it better?*
3 You could have a class vote for the best one.


SELF-ASSESSMENT

UNIT 1

1 Do you remember these foods? Look and write

1 beans 2 3 4

5 6 7 8

2 Complete the dialogs

1 **Seller:** Hello. Would you like some ________?
Nader: No, thank you. I would like some ________.

2 **Seller:** Hello. Would you like some ________?
Rania: Yes, please!
Seller: How about buying some ________?
Rania: No, thank you. I ________ some ________.

3 Think about Unit 1

Write two things you enjoyed.

Write two things you learned.

21

STUDENT'S BOOK page 21

Self-Assessment

1 Do you remember these foods? Look and write

1 Ask students to read the questions and write down what they can remember.
2 Move around, monitoring and encouraging students. Check and help with spelling if necessary.
2 Allow them to check the answers by looking back through the unit.


Answers:

1 beans	2 eggs	3 carrots
4 chocolate	5 coconuts	6 onions
7 limes	8 pineapples	

2 Complete the dialogs

1 Say *Look at the pictures and read the incomplete sentences.*
2 Tell them to use the picture clues to complete the missing words.
3 Check answers. You could then have them practice the dialogs in pairs.

Answers:

1 bananas; grapes
2 carrots; oranges; would like, apples

3 Think about Unit 1

1 Say *Now you're going to think about Unit 1*. Encourage students to look through Unit 1.
2 Ask them to work in small groups as they go through the unit and discuss what they enjoyed and what they learned.
3 Ask students to write 2 things they enjoyed and 2 things they learned.
3 Monitor and help with spelling but not the actual content of the writing.
4 Ask students to share their ideas with the class.

Students' own answers

Closing

- Ask students to open their books at page 3. Point to *In this unit I will* … and read out the list. Did they learn or do these things?
- Brainstorm food words – fruits, then vegetables, then legumes.
- Praise students for their work this unit. Tell them that in the next unit, they will be thinking about more ways to stay healthy.

UNIT 2

Introduction	pages 22-23
Objectives	To introduce the topic of sports and staying healthy.
Materials	Student's Book pages 22-23

Opener

- Greet the class, and then have them greet each other in pairs.
- Write dashes on the board for the word *healthy*. Ask students to guess the letters to complete the word. When they have guessed, ask *What does being healthy mean?* Elicit students' ideas, and help them understand that it means being strong and not likely to get sick.
- Ask *What can you do to stay healthy?* Brainstorm ideas from the class. Supply new words as necessary.





In this unit I will ...

- listen, read, research, and write about sports.
- talk about sports I'm good or bad at.
- read and listen to a science fiction story.
- learn how to say single-syllable words.
- write a biography about a famous Egyptian sportsperson.
- give a presentation about how to help my local environment.



Look, discuss, and share

What are the children in the photo doing?
How do they feel?
What's good about sport?
What's your favorite sport? Why?



Did you know?

This is bubble football. There are lots of unusual sports you can try. They're fun, and they can keep you healthy!



Find out

Find some more unusual sports.
Share your answers with your partner.

23

STUDENT'S BOOK pages 22-23

1 Say *Look at pages 22 and 23 and look at the picture*. Help students find these pages.
2 Put students in pairs. Say *Talk together about what you can see in the picture*.
3 Move around and help with vocabulary and pronunciation as necessary.
4 Discuss the answers together as a class.
5 Ask *Do you want to play this sport?* Take a class vote by asking students to raise their hands if they would like to play it. Ask a few confident students to explain why.



Look, discuss, and share

1 Say *Look at page* 23. Make sure students are on the correct page.
2 Read the questions aloud.
3 Put students in pairs. Say *Look at the picture and answer the questions*.
4 Move around and help with vocabulary and pronunciation as necessary.
5 Discuss the answers together as a class.

Suggested answer:

- The children are pulling a rope/ The children are playing tug of war.
- The children feel strong/ competitive/ happy.
- Sport keeps you active.
- Students' own answers



Did you know?

1 Ask students to look at the picture. Elicit or teach *bubble football*. Explain that bubble football is exactly like regular football, but each player is wearing a bubble. Have the class say the words in unison after you.
2 Ask if anyone has seen or taken part in bubble football and encourage answers from around the class.
3 Ask if anyone has ever tried any other unusual sports.

Students' own answers



Find out

1 Read out the sentence. Elicit or teach the word *unusual* and have the class repeat the word.
2 Say *The sports in the photos on pages 22 and 23 are unusual*. Ask *Can you think of any other unusual sports?* Elicit students' ideas.
3 Ask students to look up unusual sports on the internet at home (or ask their families) and write them down for the next lesson. Say *Find or draw pictures of the sport and write down how to play it*.

Possible answer:

- Toe wrestling
- Ostrich racing
- Chess boxing
- Underwater hockey
- Cycle ball

Closing

- Focus on *In this unit I will…* and read through the objectives for this unit with the class. Explain any new words.
- Put students in small groups. Say *Read the objectives together. What words do you think you will learn in each objective? Which objective do you think is the most interesting?*
- Go around and monitor, and then ask volunteer students to tell the class which objective they find interesting.

LESSON 1 pages 24-25

Objectives:	To listen to and read a conversation about sports. To learn new sports words. To talk about sports I like and I'm good at.
Vocabulary:	*handball, karate, kung fu, sailing, football, squash, swimming, tennis*
Language:	*I like football. Me too!* *What sport are you good at?* *I'm very good at playing tennis, but I'm bad at playing handball.*
Skills:	Speaking: discussing sports and leisure preferences
Materials:	Student's Book, pages 24-25 Audio files Pictures or real objects (e.g. swimming goggles, a football) to illustrate all of the words in the vocabulary list above; cards with the names of the sports in this lesson (one set per group of students).

Opener

- Greet the class, and then have them greet each other in groups of three.
- Draw a picture of a football on the board. Mime taking the ball off the board and kicking it, as if you were playing football. Ask *What am I playing?* Teach or elicit *football.* Ask students to repeat.
- Mime scoring a goal and cheering. Then say *I'm good at football.* Ask *Who is good at football?* Have students raise their hands.
- Remind them of the *Find out* section from the previous lesson. Ask *What unusual sports are there?* Have students share what they found out with the class. Encourage students to stand up and mime how to play the sports.
- Say *Let's find out about more sports in this lesson.*

Presentation

1 Show the pictures or real objects of the sports in the vocabulary list. Show each picture and model the word. Tell students to repeat each word.
2 Stick the pictures on the board.
3 Say *Stand up. Let's play a game!*
4 Number the pictures on the board. Go over the pictures again, asking *What sport is number 1?*
5 Say *Memorize the numbers of each sport. You have one minute!* After one minute, turn the pictures around on the board (keeping them in the same place) so that students can't see the sport.
6 Put students in pairs. Say *Try to remember which sport is which by each number.*
7 Allow students some time to discuss.
8 Go over each number and elicit the sport. Turn around the picture to check students' answers.



LESSON 1 SPORTS

1 Listen and read. Number the sports in the photos in the order Seleem and Wael talk about them

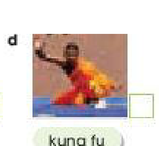
Seleem: What are you watching?
Wael: An old match between Raneem El Weleily and Nour El Sherbini – it's great. I love **squash**!
Seleem: Me too! Who's winning?
Wael: Raneem – she's very good at playing squash.
Seleem: I know. What sport are you good at?
Wael: I'm very good at playing tennis, but I'm bad at playing handball. What about you?
Seleem: I'm good at playing squash, but I'm bad at playing tennis. I love football too.
Wael: So do I, but I'm better at tennis than I am at football. Let's go and play a game of football.
Seleem: Yes, let's go to the club later.
Wael: Yes! And what other sports do you watch on TV?
Seleem: I love watching **karate** and **kung fu**. And you?
Wael: My favorites are swimming and **sailing**. Sailing looks fun!
Seleem: Great! So what time do you want to play football?
Wael: About five?
Seleem: Awesome – see you in the club later!

a b

karate squash

c

sailing

d

kung fu

24

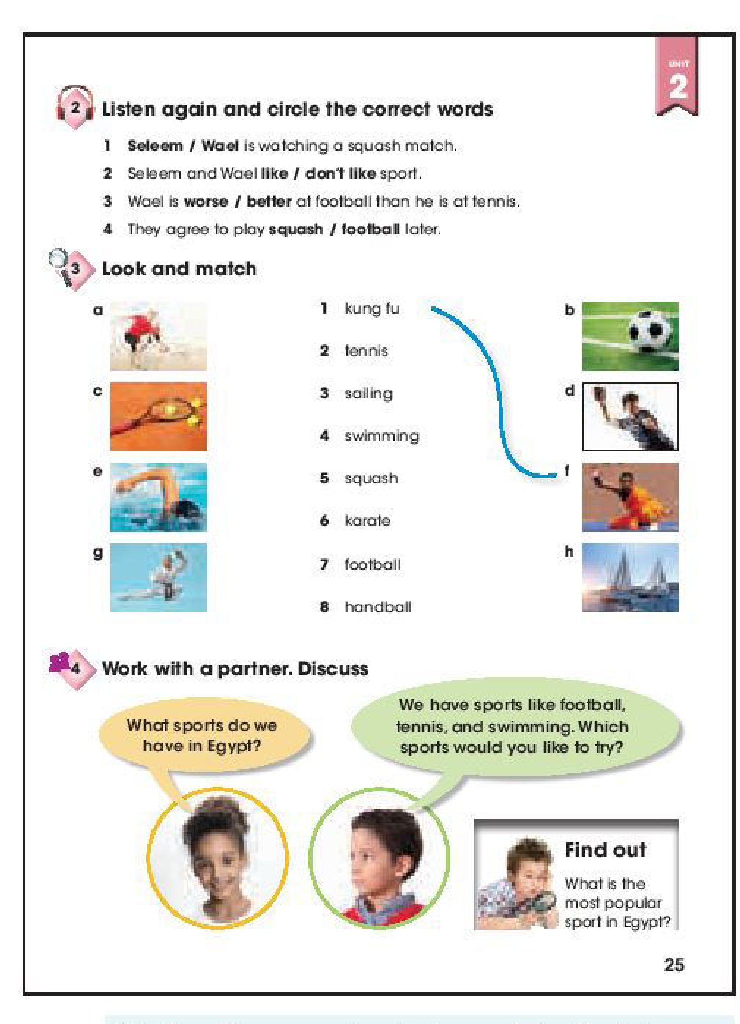
STUDENT'S BOOK page 24

1 Listen and read. Number the sports in the photos in the order Seleem and Wael talk about them

1 Ask students to look at page 24. Make sure they are on the correct page. Explain the meaning of the words in bold. Use pictures, definitions, etc. to show the meaning of new words. Say *Listen to the dialog and read.*
2 Give students time to read and then play the audio.
3 Say *Look at the pictures.* Ask *What sports are these?*
4 Say *Listen again and number the pictures in the correct order you hear them in the conversation.*
5 Play the audio again, and tell students to listen and number the pictures.
6 Say *Read the conversation again and check your answers.*
7 Ask students to check their answers in pairs before class feedback.

Audioscript

Seleem: *What are you watching?*
Wael: *An old match between Raneem El Weleily and Nour El Sherbini – it's great. I love **squash**!*
Seleem: *Me too! Who's winning?*
Wael: *Raneem – she's very good at playing squash.*
Seleem: *I know. What sport are you good at?*


UNIT 2

2 Listen again and circle the correct words

1 **Seleem / Wael** is watching a squash match.
2 Seleem and Wael **like / don't like** sport.
3 Wael is **worse / better** at football than he is at tennis.
4 They agree to play **squash / football** later.

3 Look and match

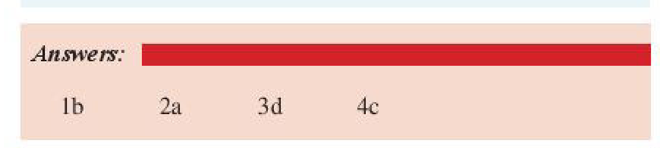
a b c d e f g h

1 kung fu
2 tennis
3 sailing
4 swimming
5 squash
6 karate
7 football
8 handball

4 Work with a partner. Discuss

25

Wael:	*I'm very good at playing tennis, but I'm bad at playing handball. What about you?*
Seleem:	*I'm good at playing squash, but I'm bad at playing tennis. I love football too.*
Wael:	*So do I, but I'm better at tennis than I am at football. Let's go and play a game of football.*
Seleem:	*Yes, let's go to the club later.*
Wael:	*Yes! And what other sports do you watch on TV?*
Seleem:	*I love watching **karate** and **kung fu**. And you?*
Wael:	*My favorites are swimming and **sailing**. Sailing looks fun!*
Seleem:	*Great! So what time do you want to play football?*
Wael:	*About five?*
Seleem:	*Awesome – see you in the club later!*


Answers:

1b 2a 3d 4c

STUDENT'S BOOK page 25

2 Listen again and circle the correct words

1 Read the first sentence aloud. Ask *Is the correct answer Seleem or Wael?* Elicit the answer.
2 Say *Read the other sentences.* Help students as necessary.
3 Play the audio again. Say *Listen and circle the correct words to complete the sentences.*
4 Ask students to check their answers in pairs.
5 Check answers with the whole class. Ask students to read aloud the correct sentences.

Audioscript

Seleem:	*What are you watching?*
Wael:	*An old match between Raneem El Weleily and Nour El Sherbini – it's great. I love **squash**!*
Seleem:	*Me too! Who's winning?*
Wael:	*Raneem – she's very good at playing squash.*
Seleem:	*I know. What sport are you good at?*
Wael:	*I'm very good at playing tennis, but I'm bad at playing handball. What about you?*
Seleem:	*I'm good at playing squash, but I'm bad at playing tennis. I love football too.*
Wael:	*So do I, but I'm better at tennis than I am at football. Let's go and play a game of football.*
Seleem:	*Yes, let's go to the club later.*
Wael:	*Yes! And what other sports do you watch on TV?*
Seleem:	*I love watching **karate** and **kung fu**. And you?*
Wael:	*My favorites are swimming and **sailing**. Sailing looks fun!*
Seleem:	*Great! So what time do you want to play football?*
Wael:	*About five?*
Seleem:	*Awesome – see you in the club later!*

Answers:

1 Wael 2 like 3 worse 4 football

3 Look and match

1 Say *Look at page 25.* Ask *Which photo is kung fu?* Elicit the answer. Then ask *Which photo is tennis?*
2 Elicit the answers and model the vocabulary. Ask students to repeat.
3 Put students in pairs. Say *Look at the photos and match the sport to the correct photo.*
4 Go around and monitor students as they complete the activity. Ask students to check in pairs or small groups
5 Check the answers with the whole class.
6 Ask *Do you like kung fu?* Instruct students to answer in complete sentences, e.g., *Yes, I do/ No, I don't.*
7 Tell students to talk in pairs about the sports. They take turns asking each other if they like each sport in the photo. Elicit a few answers from the class.

Answers:

1 f 2 c 3 h 4 e
5 a 6 g 7 b 8 d

Extra practice

1 Put students in pairs. Say *Find out if you both like the sports in the pictures in Exercise 3.*
2 Tell them to make a list of sports and to write the letter of their name or *B* for both names next to each sport.
3 Model an example for the class with a student. So for example, if a pair likes squash, they should write *B* next to it; if only Dina likes swimming, they should write *D* next to it.
4 Ask each pair to tell the class about their list.
5 Go around and help them as necessary.

4 Work with a partner. Discuss

1 Read aloud the questions and example answers.
2 Ask students to suggest some answers. Encourage them to use complete sentences.
3 Tell students to ask and answer in pairs. Go around and monitor.
4 Point to the *Find out* box. Ask different students to name the most popular sports in Egypt. You can make a list on the board.

Students' own answers

Closing

- Ask students to close their books.
- Pretend to play one of the sports students learned in this lesson. Have students guess what sport you are playing.
- Invite a confident student to the front of the class and take one of the cards you prepared. Say *Read it to yourself. Now mime the sport*. The student mimes the sport for their classmates to guess.
- Put students in pairs or small groups. Give each group a set of cards. Say *Place the cards in a pile in the middle of the groups. Take turns choosing a card and pretending to play a sport.*
- Go around and monitor students as they play.

LESSON 2 pages 26-29

Objectives:	To talk about someone's abilities using *good at* and *bad at* To practice using verbs in the *-ing* form
Vocabulary:	*climb, jigsaws*
Language:	*I'm good at* reading Arabic, *but I'm bad at making dinner.* *I'm bad at playing the piano, but I'm good at singing.* Which are your favorite sports to do on your own; to do with others; to do in a team; to watch on TV?
Life skills:	Critical thinking
Materials:	Student's Book, pages 26-28 Audio files TR 1.14 -1.15 Cards with the pictures of sports vocabulary from Lesson 1 (one set per group)

Opener

- Greet the class, and then have them greet each other in groups of three.
- Review the sports vocabulary from the previous lesson.
- Say *Let's play a game called 'I like.'*
- First, model the game. Place a pile of cards with sports pictures on your desk. Take a card, and say *Mmm. Tennis. I don't like tennis.* Then take another card, and say *Football. I don't like football.* Then take another card, smile and say *Swimming. I like swimming.* Now call up a volunteer student to turn over cards. He or she turns over the cards until he or she finds a sport that he or she likes.
- Put students into small groups. Give each group a set of cards. Say *Take turns taking a card. Tell your group if you like the sport. If you don't like it, take another card. If you like it, it's the next student's turn.*



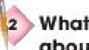
LESSON 2 I'M GOOD AT ...

Language focus

We use *good, great, bad* + *at* to talk about things we do or don't do well.
I'm very **good at** playing football, but I'm very **bad at** sailing.
Look at the sentence above. Then circle the correct word in this sentence:
I'm very good at **drawing / draw**.
We use the *-ing* form with *good/great/bad at*. To make the *-ing* form, we take the infinitive of the verb (e.g. *play*) and add *-ing* (e.g. ***playing***).
If the verb ends in *-e* (e.g. *make*), we delete the *-e* and add *-ing* (e.g. ***making***).
He's very bad at **making** cakes, but he's good at **making** *shawerma*.


1 Complete the sentences

1 I'm good at __________ (play) football.
2 My sister is very good at __________ (write) poems.
3 Sami's bad at __________ (speak) French!
4 They're great at __________ (help) their mom in the kitchen.


2 What are you good/great/bad at? Write three sentences about you in your notebook with the phrases in the box

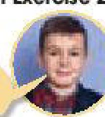
do karate draw help my mom/dad make dinner play chess play tennis read

I'm good at reading Arabic, but I'm bad at making dinner.


3 Work with a partner. Discuss your sentences from Exercise 2

I'm good at reading Arabic, but I'm bad at making dinner. What about you?

I'm bad at playing the piano, but I'm good at singing.



26

- Go around and monitor students as they play.

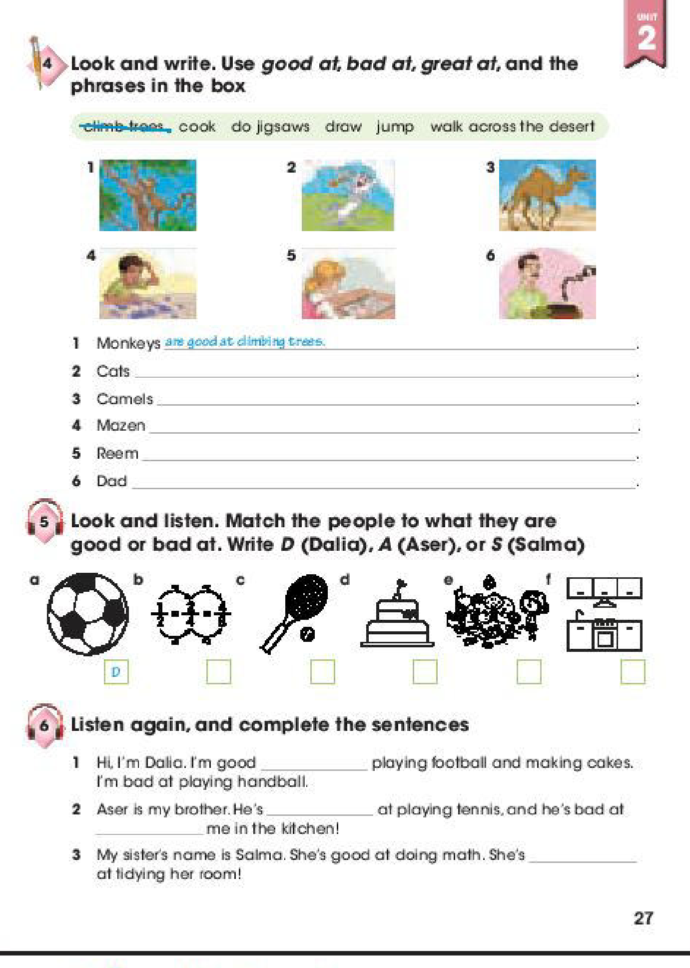
Presentation

1 Draw a picture on the board very badly. Point to it, shake your head and then ask *Am I good at drawing?* Elicit *No*. Say *I am bad at drawing*.
2 Write these sentences on the board. Circle *At*. Ask students what do we use after *I am good* and *I am bad? (at)*. Then underline *drawing* and *writing*. Ask *What do we add to the verb?* Elicit *-ing*.
3 Ask students *What about you? Are you good at writing? Are you good at drawing?* Ask confident students to answer. Students might just answer *Yes* or *No*. You can encourage students to answer *I am good at ...* or *I am bad at ...*

STUDENT'S BOOK page 26

LANGUAGE FOCUS

1 Say *Look at page 26*.
2 Read aloud the *Language Focus* box line by line.
3 Ask students to notice the verb form in these phrases. Elicit the correct form of the verb *to draw* Ask *is it* drawing/draw? and have students circle the answer in their books.
4 Invite volunteer students to read aloud the examples.
5 Ask students to read the box individually.


UNIT 2

4 **Look and write. Use *good at, bad at, great at,* and the phrases in the box**

~~climb trees~~ cook do jigsaws draw jump walk across the desert

1 Monkeys are good at climbing trees.
2 Cats ______.
3 Camels ______.
4 Mazen ______.
5 Reem ______.
6 Dad ______.

5 **Look and listen. Match the people to what they are good or bad at. Write *D* (Dalia), *A* (Aser), or *S* (Salma)**

a D b c d e f

6 **Listen again, and complete the sentences**

1 Hi, I'm Dalia. I'm good ______ playing football and making cakes. I'm bad at playing handball.
2 Aser is my brother. He's ______ at playing tennis, and he's bad at ______ me in the kitchen!
3 My sister's name is Salma. She's good at doing math. She's ______ at tidying her room!

27

1 Complete the sentences

1 Read aloud the first sentence, pausing at the blank, and elicit the correct answer (*playing*).
2 Allow students time to complete the exercise, then compare their answers in pairs.
3 Ask fast finishers to write some more sentences with verbs in parentheses for their partners to complete.
4 Check the answers: ask students to read aloud the completed sentences.
5 Discuss the spelling rules for creating the *ing* form of the verb, e.g., when a verb ends with the letter 'e' you must delete the 'e' and then add *ing*.

Answers:

1 playing 2 writing 3 speaking 4 helping

2 What are you good/great/bad at? Write three sentences about you in your notebook with the phrases in the box

1 Read out the instructions. Ask a student to read the words in the box for the class.
2 Model an example with the students.
3 Say *In your notebook, write sentences about what you are good, great, and bad at*. Ask more advanced students to write a sentence using each verb in the box.
4 Go around and help students.
5 Ask fast finishers to think of other activities and write additional examples.

Students' own answers

3 Work with a partner. Discuss your sentences from Exercise 2

1 Put students in pairs.
2 Say *Take turns reading your sentences from Exercise 2 to each other*.
3 Walk around and listen to students as they are talking.
4 Invite some students to read their sentences to the class.

STUDENT'S BOOK page 27

4 Look and write. Use *good at, bad at, great at,* and the phrases in the box

1 Say *Look at the phrases in the box*. Ask a student to read them aloud. Mime and/or draw the activities to help students understand, and supply any new vocabulary as needed.
2 Say *Look at the pictures. What can you see?* Tell them to name the verb phrase for each picture.
3 Ask a student to read aloud the first sentence.
4 Read aloud the beginning of the second sentence. Elicit from a student using a verb phrase from the box.
5 Tell students to complete the sentences in pairs.
6 Check the answers with the whole class.

Answers:

1 Monkeys are good at climbing trees.
2 Cats are good at jumping.
3 Camels are good at walking across the desert.
4 Mazen is bad at doing jigsaws.
5 Reem is bad at drawing.
6 Dad is bad at cooking.

5 Look and listen. Match the people to what they are good or bad at. Write *D* (Dalia), *A* (Aser) or *S* (Salma)

1 Say *Look at pictures a-f. What do they show?* Elicit the answers. Make sure students say a verb phrase and not just the name of the object, e.g. for picture *a* they should say *play football*, not *football*.
2 Play the audio. Say *Listen and match each person to a picture a to f. You need to match each person to two pictures*.
3 Tell students to listen and complete.
4 Ask them to check their answers in pairs or small groups before class feedback.

Audioscript

Dalia: *Hi, I'm Dalia. I'm good at playing football and making cakes. I'm bad at playing handball. Aser is my brother.He's good at playing tennis and he's bad at helping me in the kitchen! My sister's name is Salma.She's good at doing math. She's bad at tidying her room!*

Answers:

a D b S c A d D e S f A

6 Listen again, and complete the sentences

1 Read the first sentence aloud, pausing at the blanks. Say *There is one word missing in each sentence*.
2 Give students time to read the other sentences.
3 Say *Listen and complete the sentences*. Play the audio.
4 Ask students to listen again and check their answers.
5 Check answers with the whole class.

Audioscript

Dalia: *Hi, I'm Dalia. I'm good at playing football and making cakes. I'm bad at playing handball. Aser is my brother.He's good at playing tennis and he's bad at helping me in the kitchen! My sister's name is Salma.She's good at doing math. She's bad at tidying her room!*

Answers:

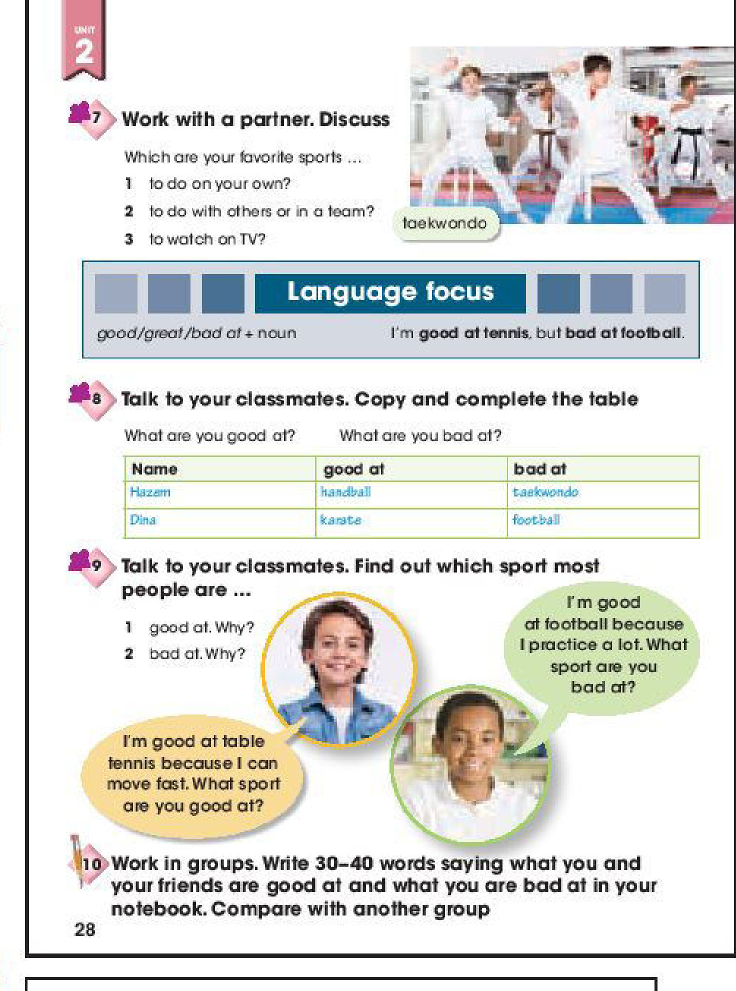
1 at 2 good, helping 3 bad

STUDENT'S BOOK page 28

7 Work with a partner. Discuss

1 Say *Look at page 28*.
2 Read the questions aloud. Elicit or explain *on your own; with others, or in a team; and watch on TV* by drawing pictures on the board and asking questions.
3 Model an example with a student. Answer with your own examples.
4 Put students in pairs. Say *Take turns asking and answering the questions*.
5 Go around and monitor students as they talk.
6 Invite some students to tell the class about their partner. Encourage them to make complete sentences, e.g. *Hany likes to go swimming on his own*.

Students' own answers



UNIT 2

7 Work with a partner. Discuss

Which are your favorite sports ...
1 to do on your own?
2 to do with others or in a team?
3 to watch on TV?

Language focus

good/great/bad at + noun — I'm **good at tennis**, but **bad at football**.

8 Talk to your classmates. Copy and complete the table

What are you good at? What are you bad at?

Name	good at	bad at
Hazem	handball	taekwondo
Dina	karate	football

9 Talk to your classmates. Find out which sport most people are ...

1 good at. Why?
2 bad at. Why?

10 Work in groups. Write 30–40 words saying what you and your friends are good at and what you are bad at in your notebook. Compare with another group

28

LANGUAGE FOCUS

1 Say *Look at page 28*.
2 Read aloud the *Language Focus* box line by line. Invite a volunteer student to read aloud the example.
3 Ask students to read the box individually.

8 Talk to your classmates. Copy and complete the table

1 Read the *Language Focus* box to the class. Ask students *What do we use after (good/great/bad) at? (a noun.)*
2 Say *Look at the table*. Ask *What is Hazem good at?* (handball) *What is he bad at?* (taekwondo) Repeat this with Dina.
3 Copy the table onto the board (without the example answers) and model an example with a student. Ask *What are you good at? What are you bad at?* Write the student's name and his/her answers in the table on the board.
4 Put students into small groups. Say *Take turns asking and answering the questions. Complete the table*. You can write some of the verbs from phrases from Lessons 1 and 2 onto the board, to give students some ideas for answers.
5 Move around and help students as needed.

Students' own answers

9 Talk to your classmates. Find out which sport most people are...

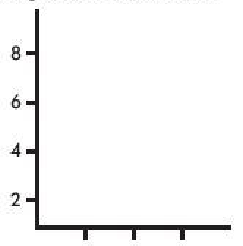
1 Read the questions aloud.

2 Put students in different pairs. Say *Use the information in your tables to answer the questions.*
3 Ask students to share their results.
4 Say *You and your partner want to go to the sports club on the weekend. What sports could you play?* Allow students time to discuss possible sports activities, based on what they are good and bad at.
5 More advanced students can extend the discussion and plan what time to meet and where.
6 Move around and help students as needed.

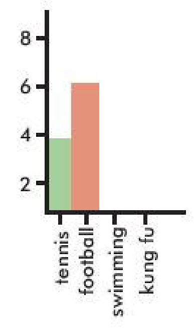
Students' own answers

Extra practice

1 Ask students to make a bar chart showing the results from Exercise 8. Draw an example on the board: the numbers on the y-axis and the sports on the x-axis.



2 Say *Copy this into your books.*
3 When students finish this, say *Now write the sports on the bottom* (the y-axis).
4 Next, say *Now count how many people are good at each sport. Draw a thin bar up to the correct number. Color all the bars for 'good at' in one color.*
5 Then say *Now count how many people are bad at each sport. Draw a thin bar next to the 'good at' one. Color these bars in a different color.*
6 If necessary, draw an example on the board for one sport, as below:



10 Work in groups. Write 30-40 words saying what you and your friends are good at and what you are bad at in your notebook. Compare with another group

1 Read the instructions aloud.
2 Tell students they will use the information from Exercises 8 and 9 to help them with their writing. If they completed the *Extra Practice* they could also use this.
3 Move around, offering help where needed.
4 Ask students to compare their writing with others.

Students' own answers

Closing

- Ask students to close their books.
- On the board, draw a table with three columns: *Activities, Me, My friend*. In the left-hand column (Activities), write: *climbing trees, walking across the desert, doing jigsaws, floating on water, speaking Arabic*. Ask *Can you think of other activities to add?* Elicit students' ideas and write them in the chart.
- Then, in the middle column (Me), write checks or crosses according to whether you are good or bad at that activity. Talk students through this so they can understand what you are doing, e.g. *Climbing trees. Mm. I'm bad at climbing trees. Cross. Walking across the desert. Mm. I'm good at walking across the desert. Check mark.*
- Next, say *Copy the chart into your notebooks. Complete the 'Me' column about you. Write a check mark or a cross.*
- Then say *Look at the board again.* Choose a confident student and ask *Are you good at climbing trees?* Write a check mark or a cross in the 'My friend' column of the chart according to the answers. Repeat this with a few more activities.
- Put students in pairs. Say *Take turns asking each other about the activities. Complete the third column in the chart.*
- Go around and help students.
- Fast finishers can add another column to their chart and ask another friend.
- Finally, ask some students to tell the class what they learned about their friends.

STUDENT'S BOOK page 29

Presentation

1 On the board, write: 2.45. Ask *Which is the whole number?* (2) *Which are the decimals?* (.45) Elicit or remind students that a decimal is a fraction of a whole number (of 10).
2 Ask *What comes between a whole number and a decimal?* (a point).
3 Then write several other decimals on the board: 2.367, 4.562, 9.99. Ask students to count how many decimal places each number has (2.367 - three, 4.562 - three, 9.99 – two).
4 On the board, draw the symbols for addition, subtraction, multiplication, and division. Elicit or teach the words *add*, *subtract*, *multiply*, and *divide*. Tell students that we can add, subtract, multiply, and divide decimals. Say *Let's learn about adding and subtracting decimals*.

Adding and subtracting decimals

- Read the text aloud and copy the first sum onto the board. Work through adding the decimals together with the class.
- Repeat with the second calculation.
- Read the final sentence, and circle the decimal points in the both calculations on the board.

Try this sum:

1 Read the first sentence of the sum aloud and write *Farida - 2.763* on the board.
2 Read the next sentence of the sum and write *Zeinab - 2.341* on the board.
3 Ask students to raise their hand if they can answer this question and explain why Zeinab is faster (because she swam 100 meters in less time).
4 Ask another student to read the last question. Then ask *Do we need to add or subtract to complete this sum* (subtract).
5 Ask students to complete this calculation and then check with a partner.
6 Check the answer as a class and ask a student to come to the board and explain how they arrived at the answer.

Answers:

0.422 seconds

1 Circle the correct answers

1 On the board, write the first sum using the model in the adding and subtracting decimals box:

+ 7.983
  5.432
  ……………

2 Work through the sum with the whole class. When students get to the correct answer, tell them to circle it in their books.
3 Allow students time to find the answers to do the other sums, and then circle the correct option in the exercise. Encourage students to write down their calculations in their notebooks. Explain that it is important to write down the steps of our mathematical calculations, so we can work out where we went wrong if we get the incorrect answer.
4 Ask fast finishers to help other students.




MATH UNIT 2

Adding and subtracting decimals

When you add or subtract decimals, treat them like whole numbers, but move the decimal point at the end so the position matches the numbers.

```
+ 2.367        - 10.512
  8.145           8.145
 10.512           2.367
```

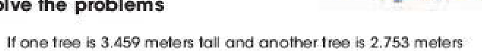
The position of the decimal point has to match the position in the original numbers.

Try this sum:
Farida swam 100 meters in 2.763 minutes. Zeinab swam 100 meters in 2.341 minutes. Who was faster, Farida or Zeinab? How much faster was she?

1 Circle the correct answers

1 7.983 + 5.432 = **13.415 / 134.15**
2 9.076 + 8.894 = **1.7970 / 17.970**
3 60.678 - 50.356 = **103.220 / 10.322**
4 129.675 - 6.231 = **123.444 / 12.3444**

2 Solve the problems

1 If one tree is 3.459 meters tall and another tree is 2.753 meters tall, what is the difference in height between both trees?
2 Jihan ran 3.567 km on Sunday and 5.258 km on Tuesday. What is the total distance that Jihan ran? ______
3 Taher bought 2 watermelons. One weighs 2.657 kg and the other weighs 3.205 kg. Find:
a the total weight of both watermelons.
b the weight difference between the two watermelons.

29

5 Check the answers: ask some students to write out their workings on the board so everyone can see how they reached the answers.

Answers:

1 13.415 2 17.970 3 10.322 4 123.444

2 Solve the problems

1 Read through the first story problem with the class.
2 Elicit that students need to subtract the decimals to find the difference between the measurements.
3 Ask students to complete the calculation. Explain that it is important to write down the steps of our mathematical calculations, so we can work out where we went wrong if we get an incorrect answer.
4 Ask students to complete the remaining problems in their notebooks.
5 Check the answers: ask some students to write out their calculations on the board so everyone can see how they reached the answers.

Answers:

1 0.706 m
2 8.825 km
3 a 5.862 kg b 0.548 kg





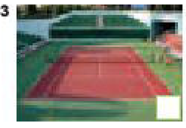
LESSON 3
SPORTS PLACES AND EQUIPMENT

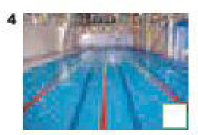
1 Look and write. Then listen and check

boots court tennis goggles karate pitch pool rackets

1 
football pitch

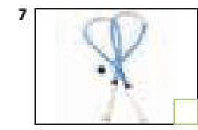
2 
_______ suit

3 
tennis _______

4 
swimming _______

5 
football _______

6 
_______ ball

7 
squash _______

8 
swimming _______





2 Listen and match the speakers (A–E) to the photos in Exercise 1 (1–8). Some speakers match more than one photo

30

LESSON 3 pages 30-33

Objectives:	To learn about sports places and equipment To write about their favorite sports To practice segmenting single-syllable words into their individual sounds. To practice pronunciation of short and long vowel sounds. To practice the pronunciation of two-syllable words with long vowels. To listen to and identify different sounds.
Vocabulary:	*boots, tennis court, goggles, pitch, pool, rackets* fuel, bat, cone, robot, pollute, racket
Materials:	Student's Book, pages 30-33 Audio files TR 1.16-1.22 Pictures or real objects (e.g. swimming goggles, a football) to illustrate all of the words in the vocabulary list above

Opener

- Greet the class. Say, *How are you?* and encourage varied responses, such as *I'm fine, I'm OK*, etc.
- Ask the students to greet you back and have them ask each other Hello. *How are you?*
- Say *Do you remember what we learned in the last lesson?* (Using *good at* and *bad at*)
- Ask students to say some things they are *good at* and things that they are *bad at*.

Presentation

1 Greet the class, and then have them greet you back.
2 Hold up a piece of sports equipment (or picture) and ask *What is this? What is it used for?*
3 Ask *Where would you play this sport?* Prompt students to discuss if any of them have played this sport, where they played it, and what they like about it.
4 Repeat with some more sports equipment, and then say *Today we are going to learn about sports places and equipment.*

STUDENT'S BOOK page 30

1 Look and write. Then listen and check

1 Say *Turn to page 30.* Help students find the correct page.
2 Read the instructions and the words from the box aloud.
3 Play the audio and ask students to fill in the blanks.
4 Check answers as a class.

Audioscript

1 football pitch	2 karate suit
3 tennis court	4 swimming pool
5 football boots	6 tennis ball
7 squash rackets	8 swimming goggles

Answers:

1 pitch	2 karate	3 court	4 pool
5 boots	6 tennis	7 rackets	8 goggles

2 Listen and match the speakers (A–E) to the photos in Exercise 1 (1–8). Some speakers match more than one photo

1 Say *You are going to listen to an audio of five people, A-E, talking about their favorite sports. For each speaker, match them to the sports places and equipment you can see in Exercise 1.*
2 Play the recording. You may need to do this more than once.
3 Check answers as a class.

Audioscript

A *I love my sport – kicking a ball on a pitch is my favorite thing.*
B *Being in a swimming pool and doing this sport is the best thing for me. I feel like a different person.*
C *I like the way I can do lots of different moves. I like high kicks best. My suit for this sport is white.*
D I love this sport because I'm very good at it. You play on a small court with walls all around. You have a small racket and you move very fast. You get really hot too.
E *I think it's an awesome sport and I practice a lot in the summer. They have tennis courts in the park and I go there with my friends.*

Answers:

A 1, 5	B 4, 8	C 2
D 7	E 3, 6	

STUDENT'S BOOK page 31

3 Listen again and complete the sentences

1 Say *We are going to listen to the audio again.*
2 Read the instruction from the Student's Book.
3 Ask students to write the missing words as they listen.
4 Check the answers.

Audioscript

1 *I love my sport – kicking a ball on a pitch is my favorite thing.*
2 *Being in a swimming pool and doing this sport is the best thing for me. I feel like a different person.*
3 *I like the way I can do lots of different moves. I like high kicks best. My suit for this sport is white.*
4 I love this sport because I'm very good at it. You play on a small court with walls all around. You have a small racket and you move very fast. You get really hot too.
5 *I think it's an awesome sport and I practice a lot in the summer. They have tennis courts in the park and I go there with my friends.*

Answers:

1 kicking, pitch	2 swimming	3 kicks
4 racket	5 tennis courts	

4 Complete the crossword with the sports words

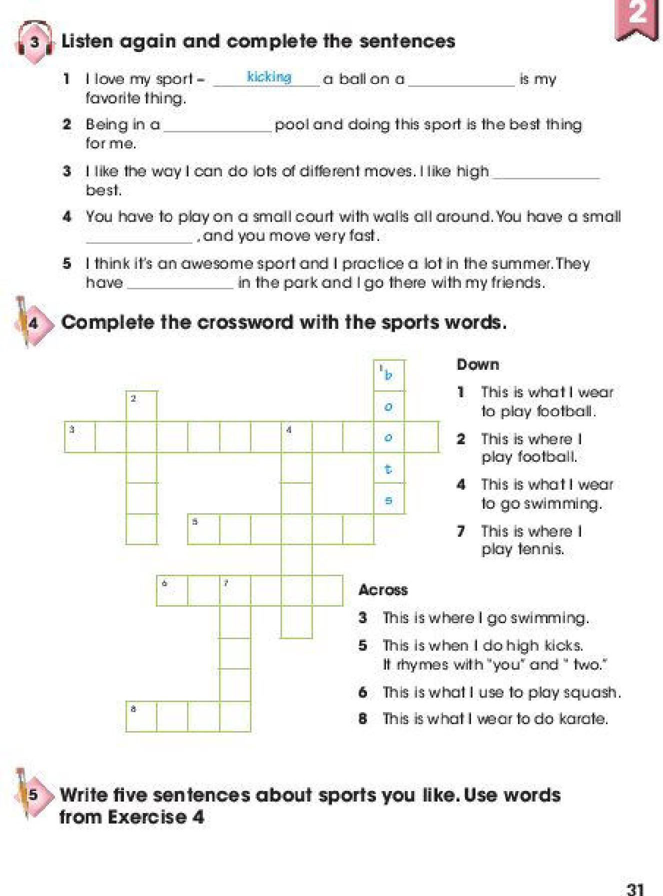
1 Say *Look at page 31*. Tell students they are going to complete the crossword using the sports words from this lesson.
2 Model the example with students.
3 Allow them time to do the exercise. Fast finishers can help other learners.
4 Check answers with the whole class.


Answers:

Down
1 boots 2 pitch 4 goggles 7 court
Across
3 swimming pool 5 kung fu 6 racket 8 suit

5 Write five sentences about sports you like. Use words from Exercise 4

1 Tell students they are going to write five sentences about a sport they like. Tell them they should use words from Exercise 4 to help them.


UNIT 2

3 Listen again and complete the sentences

1 I love my sport – ___kicking___ a ball on a ___________ is my favorite thing.
2 Being in a ___________ pool and doing this sport is the best thing for me.
3 I like the way I can do lots of different moves. I like high ___________ best.
4 You have to play on a small court with walls all around. You have a small ___________ , and you move very fast.
5 I think it's an awesome sport and I practice a lot in the summer. They have ___________ in the park and I go there with my friends.

4 Complete the crossword with the sports words.

Down
1 This is what I wear to play football.
2 This is where I play football.
4 This is what I wear to go swimming.
7 This is where I play tennis.

Across
3 This is where I go swimming.
5 This is when I do high kicks. It rhymes with "you" and " two."
6 This is what I use to play squash.
8 This is what I wear to do karate.

5 Write five sentences about sports you like. Use words from Exercise 4

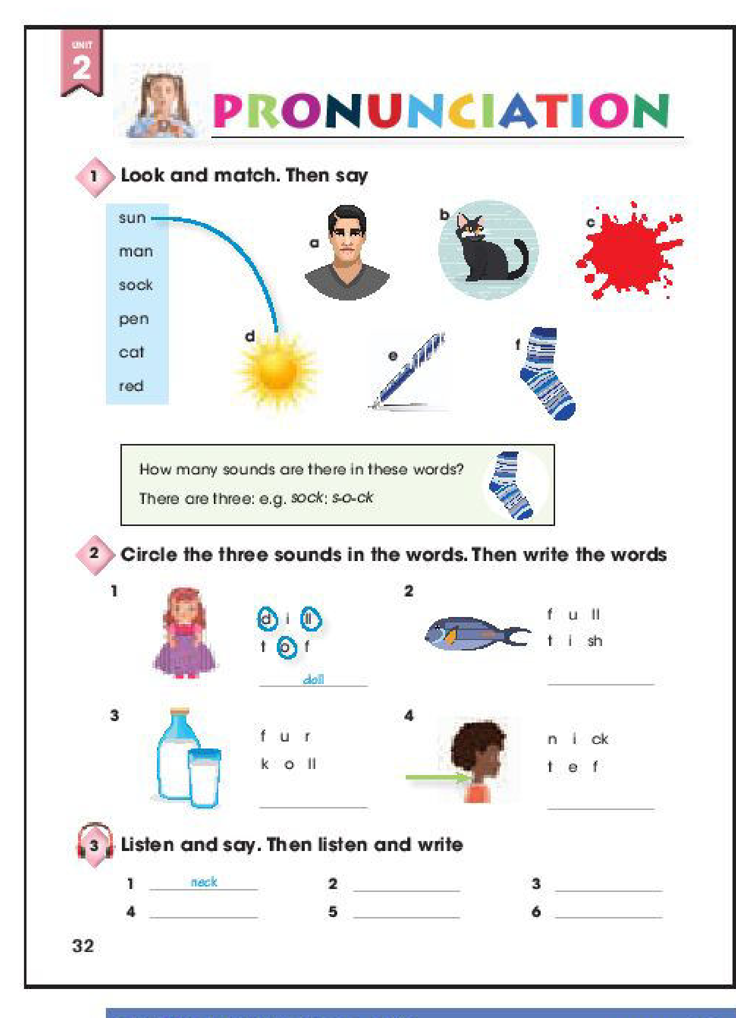
31

2 Model an example sentence with students.
3 Go around and monitor students. Help them as needed.
5 Share answers as a class.

Students' own answers

Closing

- Ask students to close their books.
- Act out a sport to the class.
- Ask if students can identify the sport.
- Ask *What equipment would I need to play this sport? Where would I play this sport?*
- Ask volunteers to act out a sport and answer these questions.



STUDENT'S BOOK page 32

Opener

- Play *What's missing?* On the board, write several number sequences, e.g., one, two, ….., four, …., six.
- Say *Work out which number is missing*. Allow students some time to work out the missing number.
- Invite a volunteer student up to the board to write in the missing number.

Presentation

1 Tell the students that at first, you will be studying words with one syllable. Explain the term syllable by referring to the students' names and clapping for every syllable, e.g. *Ha-ny, Hany has two syllables.*
2 Give more examples. *Ask Which numbers only have one syllable?* (one, two, three, four, five six, eight, nine, ten, twelve).
3 Ask *Which of these one-syllable numbers are short vowel sounds?* (one, six, ten, twelve).
4 You might need to give students these answers and then drill these short one-syllable numbers.

1 Look and match. Then say

1 Say *Look at page 32*. Point to the pictures one by one and ask *What is it?*
2 Ask students to work individually and match the words to the pictures. Fast finishers can help other students.
3 Encourage students to check in pairs before class feedback. Check the answers. Model each word and encourage students to repeat.
4 On the board, write *sock*. Ask *How many sounds are there in 'sock'?* Segment the sounds /s/ – /o/ – /ck/, pointing to each phoneme as you say it. Model again and encourage students to repeat.
5 Repeat this process with *sun*. Prompt students to segment the word into /s/ –/ u/ – /n/.
6 Put students in pairs. Say *Count the sounds in these words*. Students point to the sounds and say them.
7 Go around and monitor students.
8 Ask fast finishers to think of more one-syllable words and count and say the sounds in pairs.
9 Say each of the words. After each word, ask students to segment it and say the sounds together.

Answers:

a man	b cat	c red
d sun	e pen	f sock

2 Circle the three sounds in the words. Then write the words

1 Point to the first picture and ask *What is it?* Elicit that it is a doll. Then ask *What are the sounds?* Elicit /d/ – /o/ – /ll/. Hold up your book and show students these circled letters.
2 Tell students to work individually, looking at the pictures, and then saying and circling the sounds.
3 Allow them time to write out the full words.
4 Check the answers and ask students to write the words on the board.

Answers:

1 doll 2 fish 3 full 4 neck

3 Listen and say. Then listen and write

1 Say *Listen and repeat the words you hear*. Play the audio for students to listen and say the words.
2 Correct any common pronunciation errors, if necessary.
3 Say *Now you are going to listen to the words. This time, write them down.*
4 Play the audio, pausing after each word to allow students time to write it.
5 Check the answers: ask students to say the word and spell it. You write it on the board for students to check their spelling.

Audioscript

1 neck	2 cat	3 sock
4 doll	5 fish	6 sun

Answers:

1 neck	2 cat	3 sock
4 doll	5 fish	6 sun

STUDENT'S BOOK page 33

Presentation

1 On the board, write the vowels: a, e, i, o, u with some space between each letter. Point to each letter and ask *How do you say it?*
2 Then circle the letter *a*. Underneath it write *cat* and *cake*. Say each word and have students repeat. Underline the letter *a* in each word.
3 Point to the letter *a* again and say it. Point to the letter *a* in *cat* and *cake*. Say *Which one sounds like* a? Elicit that the *a* in cake has the same sound as the letter itself.
4 Repeat this process with the letter *e* and the words *egg* and *tea* (the word *tea* has the same sound as the letter *e*.), the letter *i* and the words *light* and *sit* (the word *light* has the same sound as the letter *i*), the letter *o* and the words *toe* and *pot* (the word *toe* has the same sound as the letter *o*).

What are short and long vowels?

Read the first sentence. Copy the words *hat*, *cup*, *pot*, *egg*, and *sit* on the right-hand side of the board.
Read the second sentence. Copy the words *rose*, *light*, *pain*, *tea*, and *two* on the left-hand side of the board.
Say *There are two vowel sounds: short vowel sounds* (point to the words on the right-hand side of the board) *and long vowel sounds* (point to the words on the left-hand side of the board).
Ask *Which vowel sounds like its name: short or long?* Elicit that the long vowel sound is like its name.
Please note that 'long vowel' is a simplified term for these learners. In reality, many of the examples used are in fact 'diphthongs' which are two vowel sounds joined together to make one sound.

4 Listen and check (✓) the words with long vowel sounds

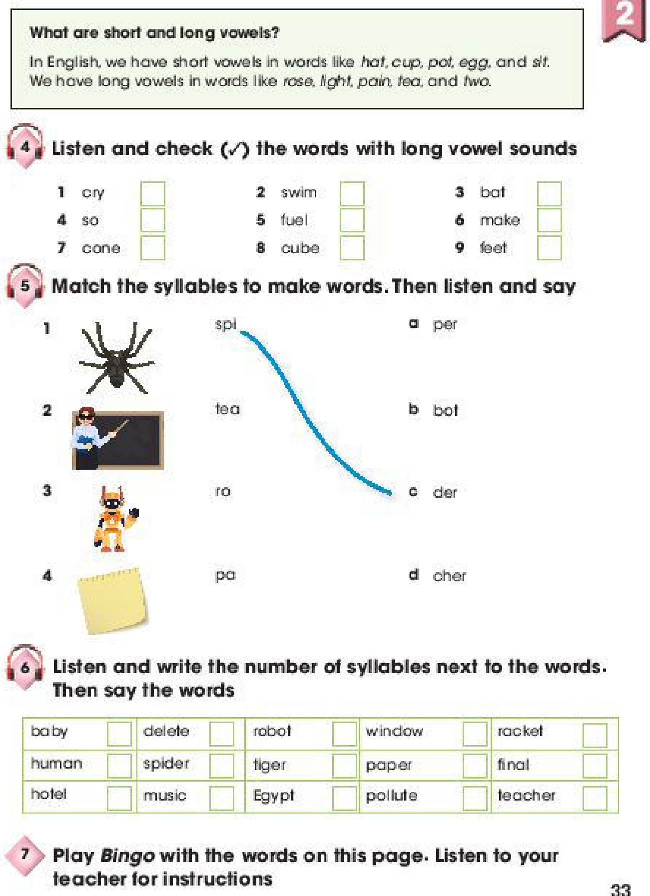
1 Ask *What vowel sound does 'cry' have?* Play the audio and pause after the first word. Elicit that it has a /i/ sound. Then ask *Is it a long vowel sound?* Prompt students to say that it is a long vowel sound because it sounds like the name of the letter. Tell students to write a check mark next to the word.
2 Play the rest of the audio. Say *Listen to each word and check it if it has a long vowel sound.*
3 Allow students to compare their answers with a partner.
4 Check the answers with the class: ask students to say the words aloud.

Audioscript

1 cry	2 swim
3 bat	4 so
5 fuel	6 make
7 cone	8 cube
9 feet	

Answers:

cry; so; fuel; make; cone; cube, feet


UNIT 2

What are short and long vowels?
In English, we have short vowels in words like *hat*, *cup*, *pot*, *egg*, and *sit*.
We have long vowels in words like *rose*, *light*, *pain*, *tea*, and *two*.

4 Listen and check (✓) the words with long vowel sounds

1 cry ☐	2 swim ☐	3 bat ☐
4 so ☐	5 fuel ☐	6 make ☐
7 cone ☐	8 cube ☐	9 feet ☐

5 Match the syllables to make words. Then listen and say

1 spi — a per
2 tea — b bot
3 ro — c der
4 pa — d cher

6 Listen and write the number of syllables next to the words. Then say the words

baby ☐	delete ☐	robot ☐	window ☐	racket ☐
human ☐	spider ☐	tiger ☐	paper ☐	final ☐
hotel ☐	music ☐	Egypt ☐	pollute ☐	teacher ☐

7 Play *Bingo* with the words on this page. Listen to your teacher for instructions

33

Extra practice

1 Ask students to make a chart in their notebook with two columns: short vowels and long vowels.
2 Say *You are going to play a game to complete the chart. One student chooses a word from Exercise 4 and segments it. The other student listens and then writes the word in the correct column. Take turns, and then check your answers together.*
3 Next, tell them to practice saying the words in pairs.
Fast finishers can think of some more examples for each category.

Long vowels		Short vowels
cone	cry	swim
cube	so	bat
feet	fuel	
make		

Extra practice

1 Play *Cut and stick*. Make a copy of the Cut Out on page 167. Cut out the words with the short and long vowels, mix them together, and divide them into two piles.
2 Put students in 2 teams and give each team a pile of the mixed words.
3 Draw two columns on the board; one for the short vowels and another for the long vowels.
4 Ask the two teams to take turns to stick a word under the corresponding column. For each correct sorting, the team

scores a point. The team with the greatest number of points wins.

Answers:

Short Vowels	Long Vowels
doll	nose
look	moon
put	coal
pull	made
pot	food
should	soup
full	whose
fox	meat

5 Match the syllables to make words. Then listen and say

1 Point to the first picture. Ask *What is this?* Elicit *spider*. Say the beginning of the word *spi* (syllable 1) and then pause for students to say the rest of the word *der* (syllable 2).
2 Then point to the second picture. Ask *What is this?* Elicit *teacher*. Say the beginning of the word *tea* and then pause for students to say the rest of the word *cher*.
3 Allow students time to complete the rest of the words individually.
4 Say *Listen and check your answers*. Play the audio.
5 Check the answers. Ask students to repeat the words.

Audioscript

1 spider 2 teacher
3 robot 4 paper

Answers:

1 c 2 d 3 b 4 a

6 Listen and write the number of syllables next to the words. Then say the words

1 Say *Listen and write the number of syllables next to the words*. Play the audio.
2 Ask students to compare their answers with a partner.
3 Check the answers with the class.

Audioscript

1 baby 2 delete 3 robot
4 window 5 racket 6 human
7 spider 8 tiger 9 paper
10 final 11 hotel 12 music
13 Egypt 14 pollute 15 teacher

Answers:

All of the words have two syllables

7 Play *Bingo* with the words on this page. Listen to your teacher for instructions

1 Say *Let's play Bingo! First, you need to complete the grid.* Draw a 4 x 4 grid on the board.
2 As a class, ask students to count the number of spaces in the grid together chorally (16). Say *Write 16 words with long vowel sounds from Exercises 4, 5, and 6 in the grid. Write one word in each space.*
3 Go around and help students with writing the words.
4 Next say *Now, listen carefully. When I say a word in your grid, draw a line through the word.* Model on the board as an example.
5 Read from the following list of words: *baby; bat; cry; Egypt; fill; final; fuel; hotel; make; paper; photo; put; robot; so; spider; swim; teacher; tiger.*
6 Repeat each word and pause to allow students time to look for the word in their grid.
7 Tell students that the first student to cross out a horizontal, vertical, or a horizontal line of words, calls out *Bingo!* Check the words, and then resume the game until a student has crossed out all the words in their grid and calls out *Bingo!*

Students' own answers

UNIT 2

LESSON 4 pages 34-35

Objectives:	To read and listen to a story To introduce students to vocabulary about protecting the environment and how climate change destroys the environment To retell the story To understand some real-world issues which appear in the story
Vocabulary:	pollution, toxic, air fresheners, emissions, acid, shade, greenhouses, nightmare
Issues:	Environmental responsibilities
Materials:	Student's Book, pages 34-35 Audio file

Opener

- Ask *What is pollution?* Brainstorm answers and write ideas on the board.
- Ask *What effects does pollution have?* Elicit that pollution is not good for the planet.

Presentation

1 Tell students that they are going to hear a story about environmental problems including pollution, but first we are going to review our own environment.
2 If there is a window, then ask the students to describe what they can see, e.g. grass, trees, sky, buildings, etc.
3 Draw a square in the center of the board to symbolize the school and brainstorm the surrounding local environment. Say *What surrounds the school?* Write the students' answers on the board.

Possible answer:

Farms, lake, factories, houses, roads.

STUDENT'S BOOK page 34

1 Look at the photos in the story. What do you think the story is about?

1 Say *Look at Page 34.*
2 Ask students to look at the photos on the page and to predict what the story is about.
3 Take suggestions from the class.

Students' own answers

2 Listen and read. Check your answers to Exercise 1

1 Say *Look at Page 34.*
2 Ask students to read the text as they listen to the audio.
3 Point out the words in bold in the text. Say them aloud and ask students to repeat them.
4 Ask them to define the words and help with any misunderstanding.

UNIT 2

LESSON 4 AN AWFUL NIGHTMARE!

1 Look at the photos in the story. What do you think the story is about?

2 Listen and read. Check your answers to Exercise 1





I can't breathe, I know that. The air is black and **toxic**. Inside the house we use **air fresheners** to try to make the air smell better. We can't go outside – there are too many cars and too much traffic. There are too many **emissions** from cars. It's dangerous for children's lungs and we have to stay at home. There are many days when we can't go to school because the air is too bad. My little brother had to go to the hospital because of problems with his breathing.

I remember when we could go to the park and play with our friends – the grass was green and the sky was blue. We could even see the sun. Now we can't see the sun any more because the sky is gray or black. In the old days, it was lovely to have rain after a very hot day, but now the rain is **acid** and when it falls we can't go out. I remember going on holiday and playing on the beach with my family. We swam in the sea, but now we can't swim in the sea because there's too much plastic in it and it is dirty. Other things I remember are eating fruit from trees and sitting in their **shade** on hot days. But now they cut down all the trees so we only have fruit from **greenhouses** and we can't sit outside any more.



But wait, what's that? It's my mom calling and it's time to get ready for school! It was all an awful **nightmare**! I look outside and the sky is blue and I can see the sun. We're going to the park today. But I remember my dream and I know in my heart we need to look after our planet. We can drive our cars less, use our bikes more, plant trees, and keep our sea clean, but we must work hard at this!



34

5 Ask *Were your predictions about the story correct?*

Audioscript

I can't breathe, I know that. The air is black and ***toxic****. Inside the house we use* ***air fresheners*** *to try to make the air smell better. We can't go outside – there are too many cars and too much traffic. There are too many* ***emissions*** *from cars. It's dangerous for children's lungs and we have to stay at home. There are many days when we can't go to school because the air is too bad. My little brother had to go to the hospital because of problems with his breathing.*

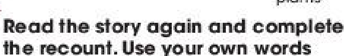
I remember when we could go to the park and play with our friends – the grass was green and the sky was blue. We could even see the sun. Now we can't see the sun anymore because the sky is gray or black. In the old days, it was lovely to have rain after a very hot day, but now the rain is ***acid*** *and when it falls we can't go out. I remember going on holiday and playing on the beach with my family. We swam in the sea, but now we can't swim in the sea because there's too much plastic in it and it is dirty. Other things I remember are eating fruit from trees and sitting in their* ***shade*** *on hot days. But now they cut down all the trees so we only have fruit from* ***greenhouses*** *and we can't sit outside any more.*



UNIT 2

3 Look at the words in bold. Match them to their meanings

1	toxic	a	a bad dream
2	air freshener	b	gases from cars or factories
3	emissions	c	out of the sun
4	shade	d	a way of making the air smell cleaner
5	nightmare	e	very bad to eat or breathe
6	greenhouse	f	has chemicals in it
7	acid	g	a glass building used for growing plants



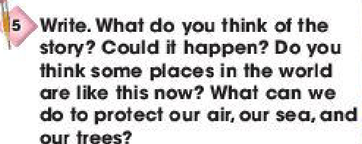
4 Read the story again and complete the recount. Use your own words

The child is asleep in bed and has a bad dream.
He dreams about horrible, black air, and not being able to ______________.
______________.

He dreams that he can't go to school to see his friends.
______________.

He then wakes up and
______________.

But even so, he thinks about
______________.



5 Write. What do you think of the story? Could it happen? Do you think some places in the world are like this now? What can we do to protect our air, our sea, and our trees?



____
____
____
____
____

35

But wait, what's that? It's my mom calling and it's time to get ready for school! It was all an awful ***nightmare!*** *I look outside and the sky is blue and I can see the sun. We're going to the park today. But I remember my dream and I know in my heart we need to look after our planet. We can drive our cars less, use our bikes more, plant trees, and keep our sea clean, but we must work hard at this!*

Students' own answers

STUDENT'S BOOK page 35

3 Look at the words in bold. Match them to their meanings

1 Say *Look at Page 35.*
2 Show students that the seven words are the key words from the story. Explain that they must match the words with their meanings.
3 Students complete the exercise.
4 Check the answers with the class.

Answers:

1 e	2 d	3 b	4 c
5 a	6 g	7 f	

4 Read the story again and complete the recount. Use your own words

1 Tell students to read the story in Exercise 2 again.
2 Remind them that a recount is retelling a story in your own words.
3 Ask students to complete the recount.
4 Share recounts with the class.

Suggested answer:

The child is asleep in bed and has a bad dream. He dreams about horrible, black air, and not being able to breathe. He dreams that he can't go outside because there is a lot of traffic. He dreams that he can't go to school to see his friends. He dreams that there is acid rain and his brother is in hospital. He then wakes up and sees the blue sky and green grass and he is happy that his bad dream is not true. But even so, he thinks about how everyone needs to protect the planet and keep it clean.

5 Write. What do you think of the story? Could it happen? Do you think some places in the world are like this now? What can we do to protect our air, our sea, and our trees?

1 Ask students to reflect on the story from Exercise 2.
2 Read the questions from the Student's Book: *What do you think of the story? Could it happen? Do you think some places in the world are like this now? What can we do to protect our air, our sea, and our trees?*
3 Discuss answers to these questions as a class.
4 Ask students to write answers to the questions.
5 Share answers as a class.

Students' own answers

Closing

- Tell students to close their books.
- Ask them to reflect on their learning about the causes and effects of pollution.
- Ask *Can you think of one thing you could do to protect our environment? What advice would you give others?*

UNIT 2

LESSON 5 pages 36-37

Objectives:	To understand a text about a sportsperson. To write a paragraph (a biography) about a famous sportsperson.
Vocabulary:	*taekwondo, medal, competitor, achievement*
Materials:	Student's Book, pages 36-37 Audio files

Opener

- Greet the class. Say *How are you?* and encourage varied responses, such as *I'm fine*, *I'm OK*, etc.
- Have students ask each other *Hello. How are you?*
- Tell students to remind you of what you talked about in the last lesson and elicit *protecting the environment*.
- Ask students to name some things they can do to protect the environment.

Presentation

1 Brainstorm names of sports and write the sports that students name on the board.
2 Then say *Let's play meet and greet*. Model the game: go up to a student, shake his or her hand, and say *My name's ... and I'm good at (football)*. The student introduces himself or herself and says if he or she is good or bad at (football).
3 Ask students to stand up and walk around the classroom, introducing themselves to their classmates and saying what sports they are good at. The aim is to find as many classmates as possible that are good at the same sports as them.
4 When students have sat back down, draw their attention to the list on the board again. Ask *Do you know any important sports people in these sports? Where are they from?*
5 Next ask *Can you name any famous sports people from Egypt? What sports do they play?* If necessary, prompt students with examples, such as Hedaya Malek (taekwondo), Farida Osman (swimmer), Sarah Ahmed (weightlifting).

STUDENT'S BOOK page 36

1 Work with a partner. Who do you think the woman in the photo is? What sport does she play?

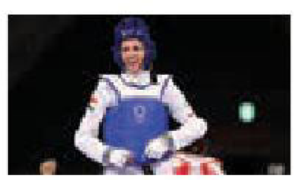
1 Put students in pairs. Say *Look at the picture. Who is she?*
2 Allow students some time to talk.
3 Invite students to share their ideas.
4 Ask additional questions: *What is she wearing? Where is she from?* (She is wearing a white suit, a blue protective vest, white gloves, and a blue helmet. She is from Egypt.)

Students' own answers

UNIT 2 **LESSON 5** WRITING - A SPORTS BIOGRAPHY


1 Work with a partner. Who do you think the woman in the photo is? What sport does she play?


2 Read and check your answers to Exercise 1



1 Hedaya Malak is a famous Egyptian taekwondo player. She is one of the two people who carried the Egyptian flag at the Tokyo Olympic Games in 2021. This is a great honor.

2 Hedaya was born on April 21, 1993. She began practicing taekwondo at the age of seven and won many prizes at the age of 14. Hedaya won many important awards. She won the bronze **medal** at the Rio Olympics in 2016. She also won the bronze medal in Tokyo in 2021.

3 Hedaya is a very kind person. In 2016 she helped a Moroccan athlete with special needs, Raja Garmash. Raja had no one to compete against, so Hedaya became her **competitor** and lost. Raja could therefore win the gold medal and it was a very special moment for her.

4 What does the future hold for Hedaya? She is practicing hard. She really wants to win a gold medal!

3 Read again and answer the questions

1 What is her sport? ____________
2 Why is she important? ____________
3 What's the most important award she won? ____________
4 What does she want for the future? ____________

4 Read again, and match the paragraphs (1–4) to the headings (a–d)

a What Hedaya will do next ☐
b Who the famous sportsperson is ☐
c Something else she is famous for ☐
d Further information about her sport and her achievements ☐

36

2 Read and check your answer to Exercise 1

1 Allow time for students to read the text. Go around and offer help where needed.
2 Say *Look at the photo in Exercise 1 again. Who is she? Did you guess correctly?*
3 Ask different students to each read aloud two sentences from the text while the other students follow it in their books.

Answers:

She is Hedaya Malak. She is a famous Egyptian taekwondo player.

3 Read again and answer the questions

1 Ask students to read the sports biography again.
2 Ask *What is Hedaya's sport?* Elicit that it is *taekwondo*.
3 Ask students to complete the rest of the exercise.
4 Check the answers with the class.

Answers:

1 Taekwondo
2 She is one of two people who carried the Egyptian flag at the Tokyo Olympic Games in 2021.
3 She has won Bronze medals at the 2016 and 2021 Olympics.
4 She wants to win a gold medal.



Writing a sports biography

1 Introduce the person, giving their name.

2 Say why they are famous and give details about their sport.

3 Give more details about their success and why they are interesting or important.

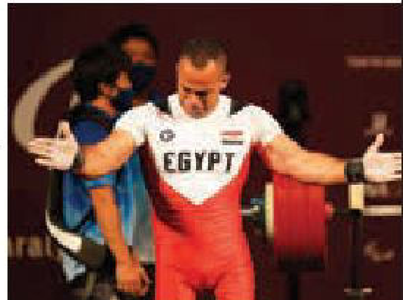
4 Say what you think could happen next for their career.

5 Write notes for a sports biography. Use phrases 1–6 to help you. Try to use the words in the box

1 He / She was born on ...
2 He / She began ...
3 He / She was the first ...
4 He / She was / is successful because ...
5 He / She won ...
6 He / She is also ... / Moreover / As well as this, he / she is ...

athlete award compete future medals sports training

6 Write your sports biography in your notebook. Find an interesting Egyptian person to write about from the internet. Look at the sports biography in Exercise 2, the *Writing tip*, and the useful phrases in Exercise 5 to help you. Write 30–40 words



Sherif Osman, Paralympic champion

37

4 Read again, and match the paragraphs (1-4) to the headings (a-d)

1 Ask students to read the sports biography again. Check that students understand what a biography is (The story or description of a person's life. It contains basic information about someone's life, place of birth, early childhood, why they are famous, etc.)
2 Tell them that the biography is written in four parts. Ask *Which part tells us what Hedaya will do next?* Elicit it is part *4*.
3 Ask students to complete the rest of the exercise.
4 Check the answers with the class.

Answers:

a 4	b 1	c 3	d 2

5 Write notes for a sports biography. Use phrases 1-6 to help you. Try to use the words in the box

1 Ask *What famous sportspeople do you know?* Brainstorm as a class and write students' ideas on the board.
2 Read the instructions aloud. Read phrases 1-6 aloud. Tell students that in the next exercise they will use the internet to research this information
3 Read the words in the box aloud. Tell students they should try to use these words in their biography.

Students' own answers

6 Write your sports biography in your notebook. Find an interesting Egyptian person to write about from the internet. Look at the sports biography in Exercise 2, the *Writing tip*, and the useful phrases in Exercise 5 to help you. Write 30-40 words

1 Ask students to choose a sportsperson to write a paragraph about.
2 Refer students to the *Tip!* Box and tell them to use the text on page 36 as a model.
3 Move around offering help where needed.
4 Encourage volunteers to share their sports biographies with the class.

Students' own answers

Closing

- Ask students to close their books.
- Ask *Would you like to be a famous sportsperson? Why/why not?*
- Ask students what qualities they would need to succeed.

UNIT 2

LESSON 6 pages 38-41

Objectives:	To research the causes of pollution and how to improve the environment. To present their ideas to the class and discuss them. To review language learned in the unit. To do a self-assessment of their progress.
Skills:	Research different ways of improving our local environment in Egypt
Issues & Challenges:	Environmental responsibility
Materials:	Student's Book, pages 38-41 A ball; Large sheets of paper and drawing materials

Opener

- Greet the class. Say, *How are you?* and encourage varied responses, such as *I'm fine*, *I'm OK*, etc.
- Ask the students to greet you back and have them ask each other *Hello. How are you?*
- Say *Do you remember what we learned in the last lesson?* (To write a paragraph about a famous sportsperson)

Presentation

1 Greet students and have them greet you back.
2 Ask them to stand up and make a circle to play *catch and say* (Games Bank, page 161).
3 Say a sport related vocabulary, e.g. karate suit and then throw the ball to another student, who catches the ball and says another sport related vocabulary.
4 Students continue playing the game in this way. Write the words on the board as students name them.
5 You may like to make the game more challenging by telling students that they only have two minutes to name as many sport related vocabulary as they can, so that the game becomes more fast-paced.

STUDENT'S BOOK page 38

1 Work in groups. Discuss and research

1 Say *Look at the pictures. What can you see?* Prompt students to describe the pictures. Ask *Is the environment pleasant?*
2 Encourage students to think about the importance of taking care of the environment and reducing pollution.
3 Read the questions aloud. Invite students to share their ideas.
4 Put students in small groups. Allow them time to discuss and answer the questions. Say *Write your ideas in your notebooks.*
5 Move around and monitor to help students.



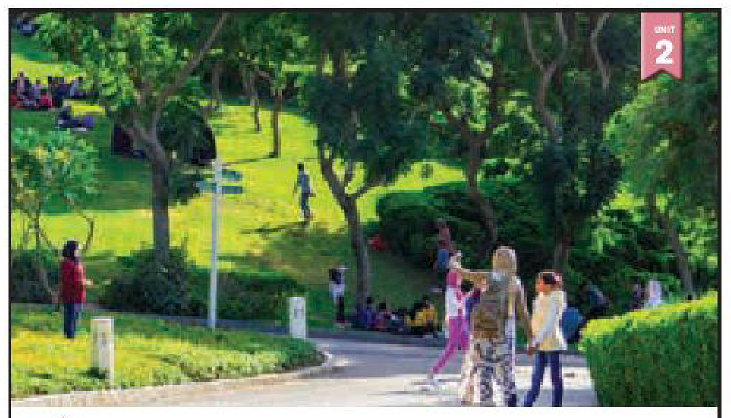
Suggested answer:

How can we make our cities cleaner and less polluted?
- Recycle and reuse materials more
- Plant more trees
- Save energy and use less electronics

How can we make our air, water, and soil cleaner?
- We can make our air cleaner by:
  Driving our cars less
  Riding a bike or walking instead of using cars or public transportation
  Planting trees

- We can make our water cleaner by:
  Taking shorter showers
  Never throwing our garbage in lakes, rivers, or seas
  Using less water in your daily chores
  Avoiding throwing plastic in the water

- We can make our soil cleaner by:
  Properly disposing of all waste
  Avoiding throwing harmful chemicals in the drain
  Minimizing the use of chemicals on your soil



2 Read, think, and do

- Think about other types of pollution: air and soil pollution.
- Find what causes pollution in your city or town and make a list.
- Describe the problems in detail, and the effects on people, animals, and plants.
- Now think about possible solutions, e.g., fewer cars, better sidewalks, etc.

3 Think about your presentation

- Decide who will do the drawings/stick the photos and write the text.
- How will you present your information, as a poster, or as a PowerPoint™ presentation?
- Think who will say which part.
- Use some of these phrases: *Today we're going to talk about ... / First we're going to tell you about ... Next we will mention ... Then we will finish, and have some time for questions.*

4 Practice your presentation

- Practice your presentation with your group.
- Make sure everyone is speaking clearly and not too quickly or slowly.
- Use a timer to check that no one is talking for too long.

39

STUDENT'S BOOK page 39

2 Read, think, and do

1 Say *You are going to think about what causes pollution where we live and some possible solutions.*
2 Ask students to read the instructions. Ask questions to check the students' understanding e.g. *What do you think causes pollution where we live?*
3 Keep students in the same groups as Exercise 1 and give them time to discuss their ideas.

3 Think about your presentation

1 Next, say *Now it is time to decide each person's role in the project.* Give students time to discuss and allocate the roles.
2 Ask students how they will present and who will say which part. Give each group a sheet of paper to write their decisions down for reference.
3 Say *Now it's time to prepare your presentations.* Give out a sheet of paper to each pair or group. As students are working, go around, check, and advise.
4 Read the example phrases, and ask *What other phrases could you use?* Prompt students' ideas, and write good ideas on the board.

4 Practice your presentation

1 Read the instructions for Exercise 4 aloud.
2 Allow students some time to practice.
3 Go around and offer support and suggestions about their presentations.

STUDENT'S BOOK page 40

5 Think about your body language

1 Read the advice in Exercise 5 aloud. Ask students to consider their body language when it comes to their presentations.
2 Ask each group to come to the front of the class and deliver their presentations and ask the rest of the students to complete the feedback sheet.
3 After all the presentations, allow students some time to share their feedback sheet notes with the other members of their groups then invite each group to give feedback on another group. Say, for example: *Group 1, what is your feedback for group 4?* Make sure each group has the opportunity to give and receive feedback.
4 Ensure students highlight positive feedback and things to think about for next time.



5 Think about your body language

- Are you standing straight?
- Is your voice loud enough for people at the back of the class to hear?
- Are you speaking too quickly or too slowly?
- Are you looking at different people in the audience, and not just one person?
- Are you standing in front of any pictures (so your audience can't see), and can your audience see everything?

Give feedback on your presentation

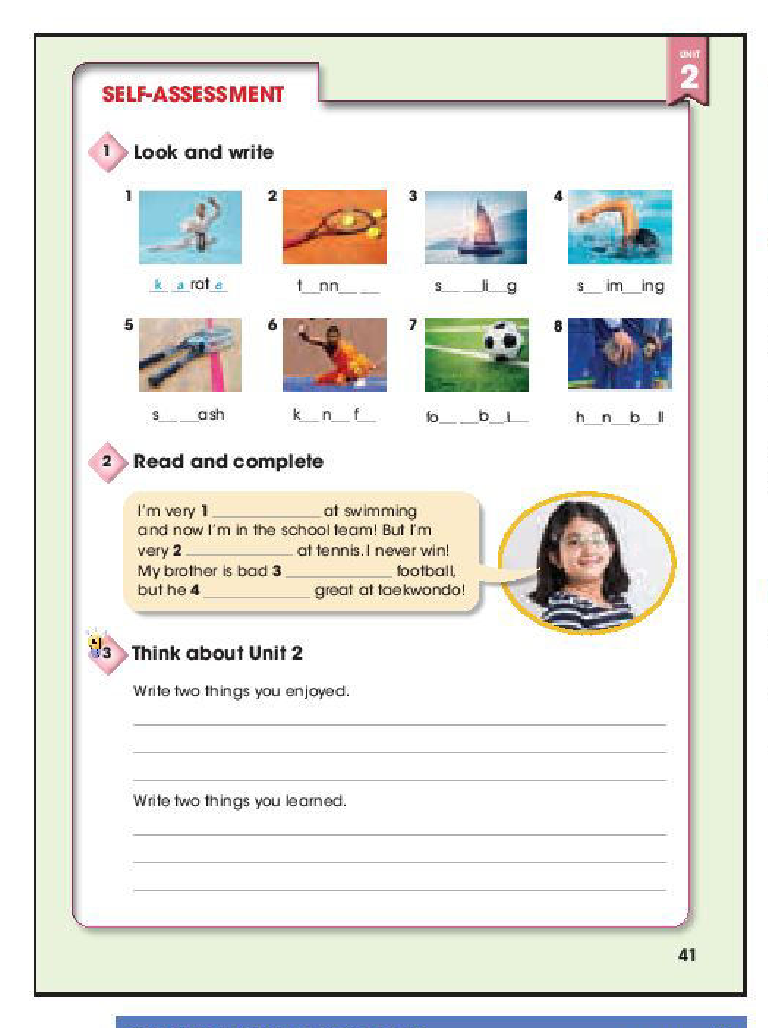
- While you are listening to the other groups, complete the feedback sheet below. Then discuss your thoughts with your group and give feedback to the other groups.



Feedback Sheet

	Group 1	Group 2	Group 3	Group 4	Group 5
Something I like					
Something that could be better next time					

40



UNIT 2

SELF-ASSESSMENT

1 Look and write

1 k a rat e
2 t_ nn_ _
3 s_ _ li_ g
4 s_ im_ ing
5 s_ _ ash
6 k_ n_ f_
7 fo_ _ b_ l_
8 h_ n_ b_ ll

2 Read and complete

I'm very 1 _________ at swimming and now I'm in the school team! But I'm very 2 _________ at tennis. I never win! My brother is bad 3 _________ football, but he 4 _________ great at taekwondo!

3 Think about Unit 2

Write two things you enjoyed.

Write two things you learned.

41

STUDENT'S BOOK page 41

Self-Assessment

1 Look and write

1 Say *Look at the pictures and complete the words with the missing letters*.
2 Allow students to check the answers by looking back through the unit.

Answers:

1 karate	2 tennis	3 sailing
4 swimming	5 squash	6 kung fu
7 football	8 handball	

2 Read and complete

1 Ask students to look at the text. Say *There is one word missing in each blank*.
2 Tell students to read the text and complete the missing words.
3 Check the answers. You could ask individual students to read aloud one sentence each.

Answers:

1 good	2 bad	3 at	4 is

3 Think about Unit 2

1 Say *Think about what you learned in Unit 2. Look back through the unit to remind yourselves what you learned.*
2 Say *Write two things you enjoyed about Unit 2 and two things you learned.*
3 Monitor and help with spelling but not the actual content of the writing.
4 Tell students they can share their answers in small groups.
5 Invite volunteers to read out their sentences to the class.

Students' own answers

Closing

- Ask students to read aloud the *In this unit I will* bullets on page 23.
- After each one, ask *Did you learn or do these things? Raise your hands.*
- Say *Good job! We finished another unit. Well done for your hard work!*

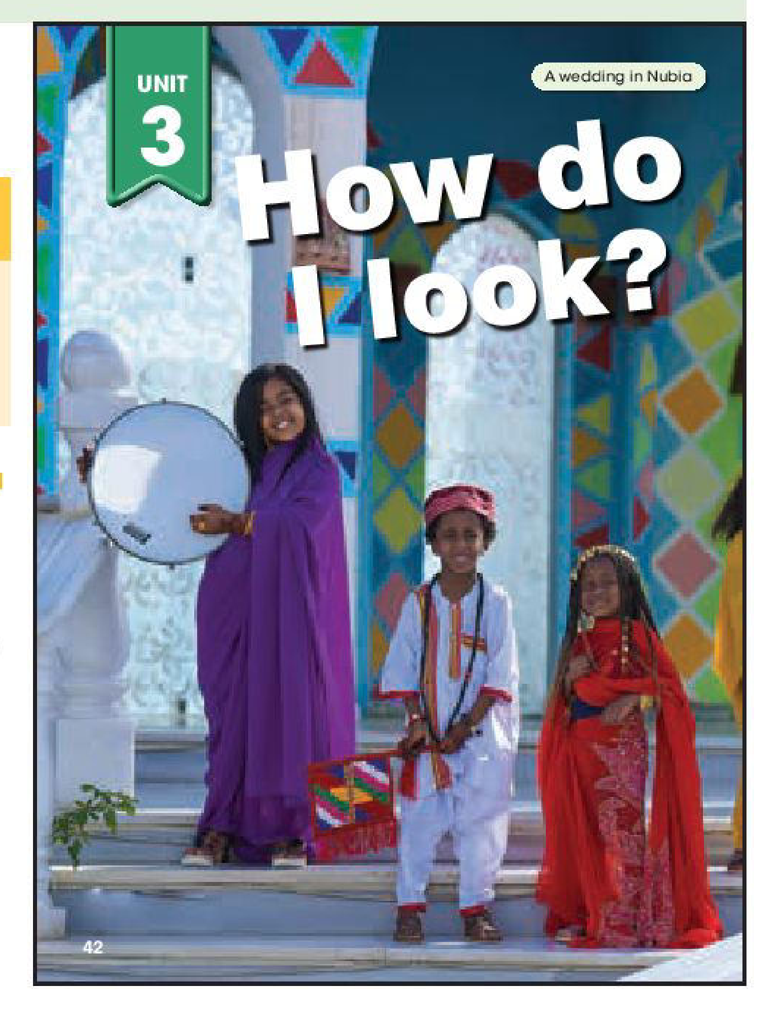
UNIT 3

Introduction pages 42-43

Objectives	To introduce the topic of clothes. To talk about cotton.
Life Skills	Respecting people's clothing choices
Materials	Student's Book pages 42-43

Opener

- Greet the class. Say *Hello, Class (name), how are you?* Have students chorus their replies, *Hello, Miss/Mr (name). I'm fine, thanks.*
- Tell students they are going to talk about clothes in the next few lessons. Ask them to name the clothes they are wearing.





In this unit I will ...

- listen, read, research, and write about different types of clothes.
- listen to a conversation about packing for a vacation.
- learn about the geography of Egypt.
- practice using the infinitive of purpose.
- read a traditional folktale.
- learn how to say past simple endings /d/, /t/, and /id/.
- multiply multi-digit numbers.
- write a description of favorite clothes using adjectives.
- research and make a leaflet about traditional clothes from around the world.



Look, discuss, and share

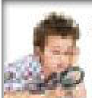
What clothes can you see in the photo? Are they modern or traditional?

What are your favorite clothes? Why?



Did you know?

Cotton grows in the Nile Delta. Many people believe that Egyptian cotton is the best cotton in the world.



Find out

Why do you think cotton grows so well in Egypt? Share your answers with your partner.

43

STUDENT'S BOOK pages 42-43

1 Say *Look at pages 42 and 43.*
2 Point to the picture and ask *What can you see?* (a group of children) *Do you think it's a special occasion? Why?* (Yes, because they are wearing smart new clothes.) Supply useful vocabulary on the board.
3 Play *Stand up if...* with the students (Games bank, page 164).



Look, discuss, and share

1 Read out the first two questions and elicit answers from two or three students. Write useful words on the board.
2 Read out the second question and have students discuss their answers in pairs.
3 Say *tell the class about your partner's favorite clothes. Why do they like them?*
4 Elicit some answers for feedback.

Answer:

- These are different kinds traditional clothes.
- Students' own answers.



Did you know?

1 Say *Look at the picture. What can you see?* (cotton plants).
2 Ask students *Have you seen a cotton plant before? Where were the plants?*
3 Read out the text while the students follow in their books.
4 Ask *Are your clothes made of cotton?* Ask students *What other things can we use cotton for?* Supply vocabulary as necessary.

Suggested answer:

We use cotton for oil, first-aid bandages, fishnets, bookbinding, coffee filters, etc.



Find out

1 Read out the question and elicit ideas from the class.
2 Ask students to find out more. If they have internet access, this could be done in class. If not, ask them to find out at home and be ready to tell the class in the next lesson.

Suggested answer:

Egypt has the perfect climate for growing cotton. There is rich and fertile soil and lots of nutrients.

Closing

- Focus on *In this unit I will...* and read through the objectives for this unit with the class. Explain any new words.

UNIT 3

LESSON 1 pages 44-45

Objectives:	To listen to and read a conversation about clothes To learn the names of different items of clothing To understand the difference between man-made and natural things
Vocabulary:	*swimsuit, sunglasses, coat, scarf, sweater, sneakers, necklace, pajamas, jewelry, bracelet, pack, galabeya, stripes*
Materials:	Student's Book, pages 44-45 Audio files Pictures to illustrate any or all of the words in the vocabulary list above

Opener

- Greet the class, then have them chain greetings around the class.
- Remind them of the question from the last lesson *Why do you think cotton grows so well in Egypt? (Find out* on page 43) and ask who has some answers. Say *Well done* and encourage students to share their ideas. (Suggested answers: The area around the Nile is very fertile and well irrigated; essential conditions for growing cotton. In addition, the climate is perfect with the right levels of sunshine, rain and humidity.)
- Ask students *What kind of clothes do we wear when the sun is shining? What are they often made of?* (cotton) *What kind of clothes do we wear when it's cold? What about when it's wet?* Invite ideas and provide vocabulary as necessary.
- Ask students to imagine they are going on holiday tomorrow. What will they pack? Invite suggestions from around the class.

STUDENT'S BOOK page 44

1 Listen and read. What are Mom and Aser doing?

1 Ask *What are they doing?* (They're packing a suitcase). *Where do you think they are going?* (on holiday) *Do you think it's summer or winter? Why?* (Summer, because they are packing mostly summer clothes).
2 Tell them to listen and read while you play the audio.
3 Read out the question and elicit the answer from the class.
4 Allow time for the students to read the conversation again.

Audioscript

Mom: *Aser, we need to **pack** our suitcases for our holiday tomorrow.*
Aser: *It's so exciting! I can't wait to go to Al Fayoum to see Uncle Hatem and Aunt Malak. And, of course, Faris and Dina.*
Mom: *I know. I'm excited to see them, too. We haven't seen them for ages! But come on, we need to pack!*
Aser: *OK, I need to pack my green T-shirt and my swimming shorts because they have a lovely pool, don't they?*
Mom: *Yes, and remember your sunglasses. It will be very sunny.*
Aser: Will I need a coat and a scarf?
Mom: *No, Aser, you won't. But you should pack a sweater. It can be cool in the evenings.*
Aser: *OK. I'll pack my blue sweater. That's my favorite.*
Mom: *You'll need your sneakers because we'll be walking around a lot and you need to wear something comfortable on your feet.*
Aser: *What about my best galabeya? Will I need the one that Grandma gave me?*
Mom: *No, you won't. But I will take my gold necklace.*
Aser: *Hmm. OK. What else do I need? Oh, I know! My pajamas! I'll take the ones with the stripes. They're really cool!*

UNIT 3

LESSON 1 OUR TRIP TO AL FAYOUM

1 Listen and read. What are Mom and Aser doing?

Mom: Aser, we need to **pack** our suitcases for our holiday tomorrow.
Aser: It's so exciting! I can't wait to go to Al Fayoum to see Uncle Hatem and Aunt Malak. And, of course, Faris and Dina.
Mom: I know. I'm excited to see them, too. We haven't seen them for ages! But come on, we need to pack!
Aser: OK, I need to pack my green T-shirt and my swimming shorts because they have a lovely pool, don't they?
Mom: Yes, and remember your sunglasses. It will be very sunny.
Aser: Will I need a coat and a scarf?
Mom: No, Aser, you won't. But you should pack a sweater. It can be cool in the evenings.
Aser: OK. I'll pack my blue sweater. That's my favorite.
Mom: You'll need your sneakers because we'll be walking around a lot and you need to wear something comfortable on your feet.
Aser: What about my best *galabeya*? Will I need the one that Grandma gave me?
Mom: No, you won't. But I will take my gold necklace.
Aser: Hmm. OK. What else do I need? Oh, I know! My pajamas! I'll take the ones with the **stripes**. They're really cool!

2 Listen again. Answer the questions

1 Who is Aser going to visit?
2 Is Aser going somewhere hot or cold? How do you know?
3 Why does Aser need a sweater?
4 Does Aser take his *galabeya*?
5 Which pajamas does Aser pack?



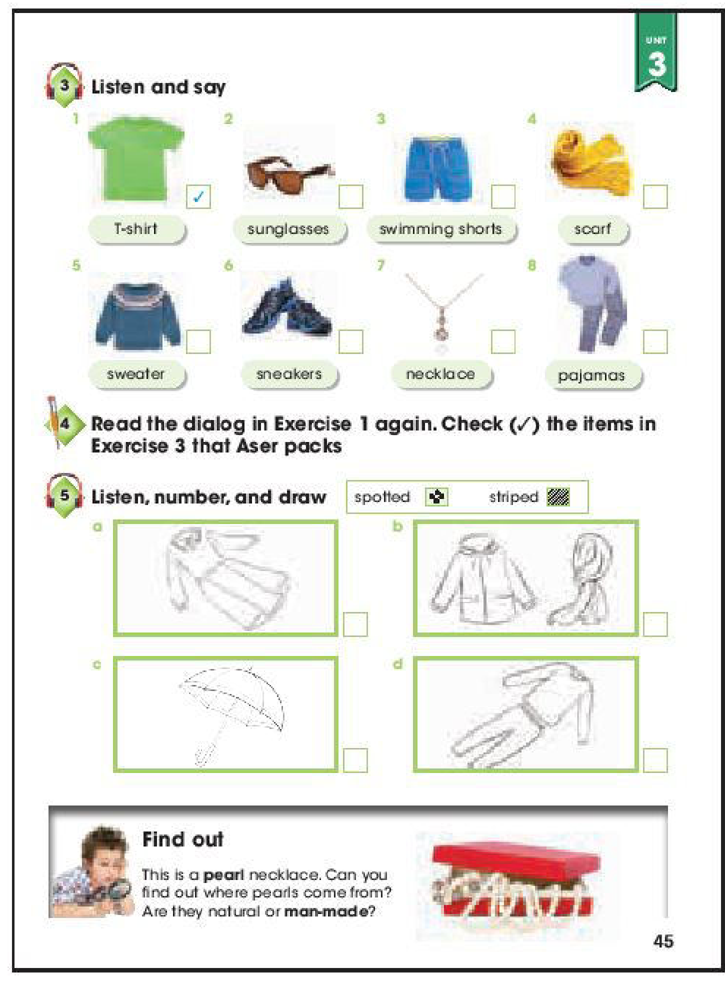
44

Answers:

They're talking about what to pack for their trip.

2 Listen again. Answer the questions

1 Tell students to listen again, following the words on the page, while you play the audio.
2 Read out the first question and elicit the answer from the class (*Uncle Hatem, Aunt Malak, Faris, and Dina*).
3 Ask students to complete the task. Go around and monitor, offering help where needed.
4 Tell fast finishers to practice reading the dialog together in pairs.



5 Choose different students to read out the answers.

Audioscript

Mom: *Aser, we need to* ***pack*** *our suitcases for our holiday tomorrow.*
Aser: *It's so exciting! I can't wait to go to Al Fayoum to see Uncle Hatem and Aunt Malak. And, of course, Faris and Dina.*
Mom: *I know. I'm excited to see them, too. We haven't seen them for ages! But come on, we need to pack!*
Aser: *OK, I need to pack my green T-shirt and my swimming shorts because they have a lovely pool, don't they?*
Mom: *Yes, and remember your sunglasses. It will be very sunny.*
Aser: Will I need a coat and a scarf?
Mom: *No, Aser, you won't. But you should pack a sweater. It can be cool in the evenings.*
Aser: *OK. I'll pack my blue sweater. That's my favorite.*
Mom: *You'll need your sneakers because we'll be walking around a lot and you need to wear something comfortable on your feet.*
Aser: *What about my best galabeya? Will I need the one that Grandma gave me?*
Mom: *No, you won't. But I will take my gold necklace.*
Aser: *Hmm. OK. What else do I need? Oh, I know! My pajamas! I'll take the ones with the stripes. They're really cool!*

Answers:

1 His aunt, uncle, and cousins.
2 Somewhere hot. He's going to swim, and needs swimming shorts.
3 It can be cool in the evenings.
4 No, (he doesn't need it).
5 Aser takes the pajamas with the stripes.

STUDENT'S BOOK page 45

3 Listen and say

1 Say *Look at the words in the box. Listen and say the words.*
2 Play the audio, pausing after each word for students to point to the correct picture and repeat the word.
3 Play it again, pausing for them to repeat each word.
4 Put them in pairs. Tell them to take turns pointing and saying the word.
5 Go around and provide help as needed.

Audioscript

Narrator: *1*
Speaker: *T-shirt*
Narrator: *2*
Speaker: *sunglasses*
Narrator: *3*
Speaker: *swimming shorts*
Narrator: *4*
Speaker: *scarf*
Narrator: *5*
Speaker: *sweater*
Narrator: *6*
Speaker: *sneakers*
Narrator: *7*
Speaker: *necklace*
Narrator: *8*
Speaker: *pajamas*

Answers:

1 T-shirt	2 sunglasses	3 swimming shorts
4 scarf	5 sweater	6 sneakers
7 necklace	8 pajamas	

4 Read the dialog in Exercise 1 again. Check (✓) the items in Exercise 3 that Aser packs

1 Say *Look at Exercise 1 again and read the dialog in pairs.* Go around and monitor.
2 Tell students to check the items that Aser packs. They should then share their answers in pairs or small groups.
3 Check answers with the class.

Answers:

Aser packs these items: T-shirt, swimming shorts; sunglasses; sweater; sneakers; pajamas.

5  Listen, number, and draw

1 Put students in pairs to look at the pictures and practice describing them. Go around and help with vocabulary.
2 Ask different students to describe the pictures. Teach or elicit *striped* and *spotted.*
3 Say *Listen, number, and draw spots or stripes in the pictures.* Play the audio and pause after each one



so students have time to answer.
4 Play it again for them to check.
5 Elicit answers from the class.

Audioscript

Narrator: *1*
Speaker: *Youssef went to the shopping mall. He bought some striped pajamas.*
Narrator: *2*
Speaker: *Nessma went to the park. She took a spotted umbrella.*
Narrator: *3*
Speaker: *Amira went to school. She wore her striped uniform.*
Narrator: *4*
Speaker: *Wael played in the rain. He wore a coat and a spotted scarf.*

Answers:

2 c



Find out

1 Ask students to look at the picture. Ask *What are these?* (pearls) *What kind of jewelry has pearls?* (necklaces) Have you ever seen pearls? Invite answers from the class.
2 Ask students to read the questions and elicit initial answers. If necessary, explain the meaning of *man-made*.
3 Ask students to research on the internet and/or ask at home to find out where pearls come from.

Suggested answer:

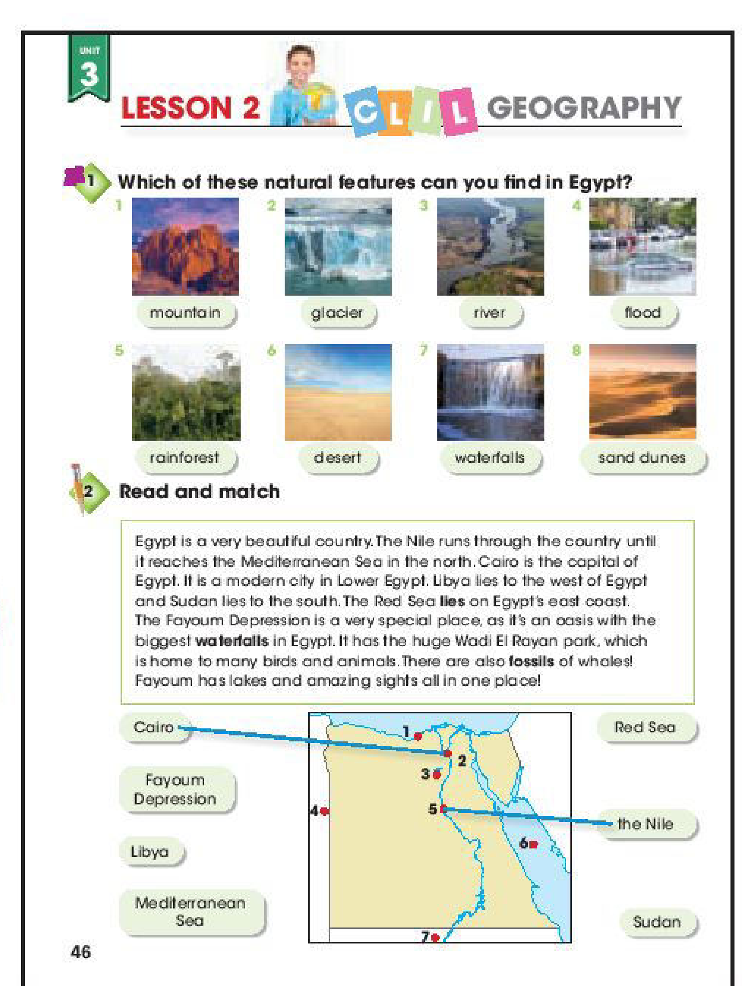
Pearls come from inside some oysters and mussels. Pearls are natural.

Closing

- Put students in pairs or small groups to brainstorm the names of items of clothing. How many can they think of?
- Elicit 'clothes words' from the whole class. Say *Well done*.
- Tell them that in the next lesson they will be learning about the Nile River.

LESSON 2 pages 46-49

Objectives:	To learn about the geography of Egypt To learn about the types of erosion
Vocabulary:	*mountain, glacier, river, flood (n), rainforest, desert, waterfalls, sand dunes, flow, fertile, flood (v), river banks, wind erosion, canal, circulatory system, heart, arteries, veins, lungs, soil*
CLIL:	Geography: The terrain regions of Egypt (the valley, the delta and the Fayoum Depression)
Life skills:	Keeping our hearts healthy
Materials:	Student's Book, pages 46-49



UNIT 3 LESSON 2 CLIL GEOGRAPHY

1 Which of these natural features can you find in Egypt?

1 mountain 2 glacier 3 river 4 flood
5 rainforest 6 desert 7 waterfalls 8 sand dunes

2 Read and match

Egypt is a very beautiful country. The Nile runs through the country until it reaches the Mediterranean Sea in the north. Cairo is the capital of Egypt. It is a modern city in Lower Egypt. Libya lies to the west of Egypt and Sudan lies to the south. The Red Sea **lies** on Egypt's east coast. The Fayoum Depression is a very special place, as it's an oasis with the biggest **waterfalls** in Egypt. It has the huge Wadi El Rayan park, which is home to many birds and animals. There are also **fossils** of whales! Fayoum has lakes and amazing sights all in one place!

46

Large map of Egypt / North Africa (optional).

Opener

- Greet the class, then have them greet you back.
- Quickly revise the vocabulary learned in the previous lesson: choose a student to name a piece of clothing, then that student chooses the next one. Give them prompts and reminders as necessary.
- Remind them of the question from the last lesson (*Find out* on page 45) and ask who has some answers. Say *Well done* and encourage students to share their ideas and what they have found out with the class.

Suggested answer:

Real pearls are natural. They are formed inside the shells of oysters (and also sometimes clams and mussels). It happens when something tiny, usually a speck of sand, gets under the shell. The oyster produces layers of a substance around it and that becomes a pearl.

STUDENT'S BOOK page 46

1 Which of these natural features can you find in Egypt?

1 Say *Look at the pictures* and point while you read out the words. Students repeat the words.

UNIT 3

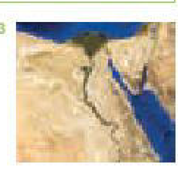

3 **Read. Match the places in the box to the photos**

Nile Delta Fayoum Depression Nile Valley

The Nile Delta is in Lower Egypt. About 20 kilometers north of Cairo, the Nile River spreads out into two branches. These two branches **flow** toward the Mediterranean Sea. The Nile Delta is the **fertile** soil between the two branches of the Nile. It stretches from Alexandria to Port Said and it looks like a triangle.

The Nile Valley is the area of land on the banks of the Nile River. It is very good for growing crops like wheat, dates, and beans. Many people say that the Nile Valley is like a lotus flower – the river and the **river banks** are the stem of the flower, and the Nile Delta is the flower.

The Fayoum Depression is in the Western Desert of Egypt. It is an area of land that is **low** below sea level. It was made by **wind erosion** about 1.8 million years ago. It is connected to the Nile River by the Bahr Youssef **canal**. This means there is water here, so it is a green place where many plants grow.

1 
2 
3 


4 **Look at the words in bold in the text. Match them to their meanings**

1 flow — a a waterway made by humans
2 fertile — b the way water moves
3 river bank — c good land to grow plants and crops
4 wind erosion — d the land along the side of a river
5 canal — e when the wind changes or destroys something

47

2 Then ask *Can you see mountains in Egypt?* (Yes, you can).
3 Continue in the same way, asking about each item one by one.

Answers:

1 Yes	2 No	3 Yes	4 No
5 No	6 Yes	7 yes	8 yes

2 Read and match

1 Tell students to study the map. Ask *Where do you live?* and help them to find their town or city.
2 On the board, write *NORTH, SOUTH, EAST,* and *WEST.* Draw a 'compass' with four points. Write *N* at the top, to show 'north', then invite three different students to come to the board to add *S, E,* and *W.* Point to each compass point in turn and elicit *south, east* and *west.*
3 Invite questions about new words, then allow students time to read the words quietly; go around and offer further help where needed.
4 When students are ready, ask them to look again at the text. Ask *Where is the Mediterranean Sea?* and elicit *In the north.*
5 Say *Look at the map and find the Mediterranean Sea.* Now, ask them to draw a line connecting the word *Mediterranean Sea* to number 1 on the map.
6 Say *Read the text and draw the other lines to connect the places to the numbers.*
7 Call aloud the correct answers.
8 Use a large map of Egypt (hard copy or online) and say *Can you find the other places in the text?* Ask students to come up and look for the places.

Answers:

1 The Mediterranean Sea	2 Cairo
3 Fayoum Depression	4 Libya
5 The Nile	6 Red Sea
7 Sudan	

STUDENT'S BOOK page 47

3 Read. Match the places in the box to the photos

1 Read out the text while students follow the text on the page.
2 Invite questions about new words; encourage students to guess the meaning of the words in bold, using the context to help them.
3 Say *Read the text by yourself.* When students finish say *Look again at the first paragraph.*
4 Write *the Nile Delta* on the board. Ask *What shape is the Nile Delta?* (a triangle). If you have a large map, ask a student to point to the Nile Delta and its triangular shape.
5 Say *Look at the second paragraph.* Write *the Nile Valley* on the board. Ask *What does the Nile Valley look like from above?* (a lotus flower). Again, if you have a large map, have a student point out the shape of the lotus flower – the 'stem' and the 'flower'.
6 Now ask them to look at the third paragraph again. Write *the Fayoum Depression on the board.* Ask *Where is the Fayoum Depression?* Tell students they can show the location on the map.
7 Say *Look at the three small maps and label them with the Nile Delta, the Fayoum Depression or the Nile Valley.*
8 Go around and check. Ask students to check their answers in pairs before feedback.

Answers:

1 the Fayoum Depression
2 the Nile Delta
3 the Nile Valley

4 Look at the words in bold in the text. Match them to their meanings

1 Say *Look at the text again and find the words in bold.*
2 Model the first example with the students.
3 Say *Match the words and the meanings.* Encourage students to use the text to help them. Go around to check.
4 Ask students to check their answers in pairs before class feedback.

Answers:

1 b	2 c	3 d	4 e	5 a



STUDENT'S BOOK page 48

5 Look and read. What made the sculptures?

1 Ask students to Look at the picture on page 48. Say *What do you think it is a photo of?*
2 Read out the text while students follow the text on the page.
3 Ask *What made the sculptures?*

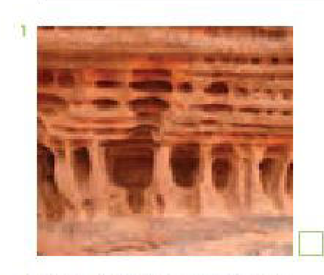
Answer:

Wind erosion.



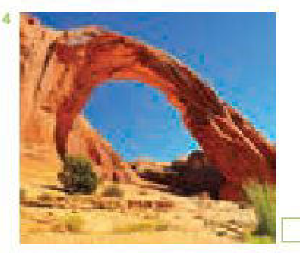

6 **Look at the photos. Do you think they happened because of wind erosion *(W)* or soil erosion *(S)*? Write *W* or *S*, then compare with a partner**

wind erosion =	when the wind moves the soil from one place to another, and causes change or damage to the soil
soil erosion =	when water, wind, or other things break down the soil, and take the soil particles away

1


2


3


4



7 **Think!**

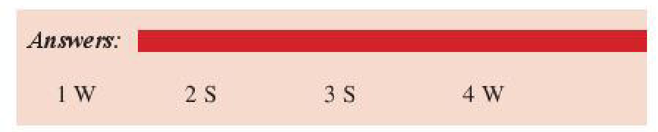
The Aswan High Dam was built to control the Nile flooding every year. Why do you think it was needed? Think about what happens to the land, the people, and the crops in a flood.

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STUDENT'S BOOK page 49

6 Look at the photos. Do you think they happened because of wind erosion (*W*) or soil erosion (*S*)? Write W or S, then compare with a partner

1 Ask students to look at the pictures on page 49.
2 Read out the text while students follow the text on the page.
3 Ask them to describe what they can see in photo 1. Ask *Do you think this happened because of wind erosion or soil erosion?* Elicit that it is because of wind erosion.
4 Ask students to complete the exercise.
5 Review answers as a class.


Answers:

1 W 2 S 3 S 4 W

7 Think

1 Read the text to the students.
2 Ask them to work in pairs and discuss why they think a dam was needed.
3 Share ideas with the class.

Suggested answer:

The Aswan High Dam was needed to protect the land, people, and crops from being destroyed. A flood would cause erosion to the land.

Closing

- Ask students to look back through this lesson (pages 46-49). Which was their favorite page? Why?
- Ask volunteers to summarize what they learned from their favorite page.

UNIT 3

LESSON 3 pages 50-53

Objectives:	To listen to and read a conversation about Egyptian clothing To learn about the infinitive of purpose To talk about clothes To use the past simple
Vocabulary:	*robe, sleeves, belt, costume, crown, gloves, pockets, spotted*
Language:	*She went to town to buy a dress.* *He bought new sneakers to wear for football.*
Materials:	Student's Book, pages 50-53 Audio files

Opener

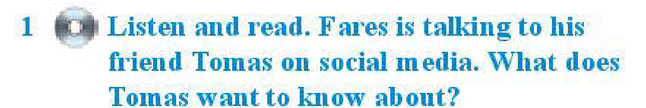
- Greet the students. Chain *Hello (name), how are you?* around the class.
- Quickly revise some of the new words from the previous lesson: on the board, write the following 'beginnings' and 'endings':

  glac riv flo des can
  al er ert ier od
- Ask students to match the beginnings and endings to make words. Then check the meaning of each word. Encourage students to put each word into a sentence.
- Play *What's missing* with the students (Games bank, page 165).

Answers:

glacier river flood desert canal

STUDENT'S BOOK page 50



1 Listen and read. Fares is talking to his friend Tomas on social media. What does Tomas want to know about?

1 Play the audio and ask students to follow in their books.
2 Ask the question *What does Tomas want to know about?*
3 Allow time for them to read the text through again, and answer any questions.
4 Choose two students to read out the dialog. The students can then read it in pairs.

Answer:

He wants to know about Egyptian clothing.

Extra practice

1 Ask the students to work in pairs and describe the picture at the bottom of the page. Ask *What are they wearing?* Tell students to use some of the vocabulary from the dialog they have just read.

UNIT 3

LESSON 3 My favorite clothes

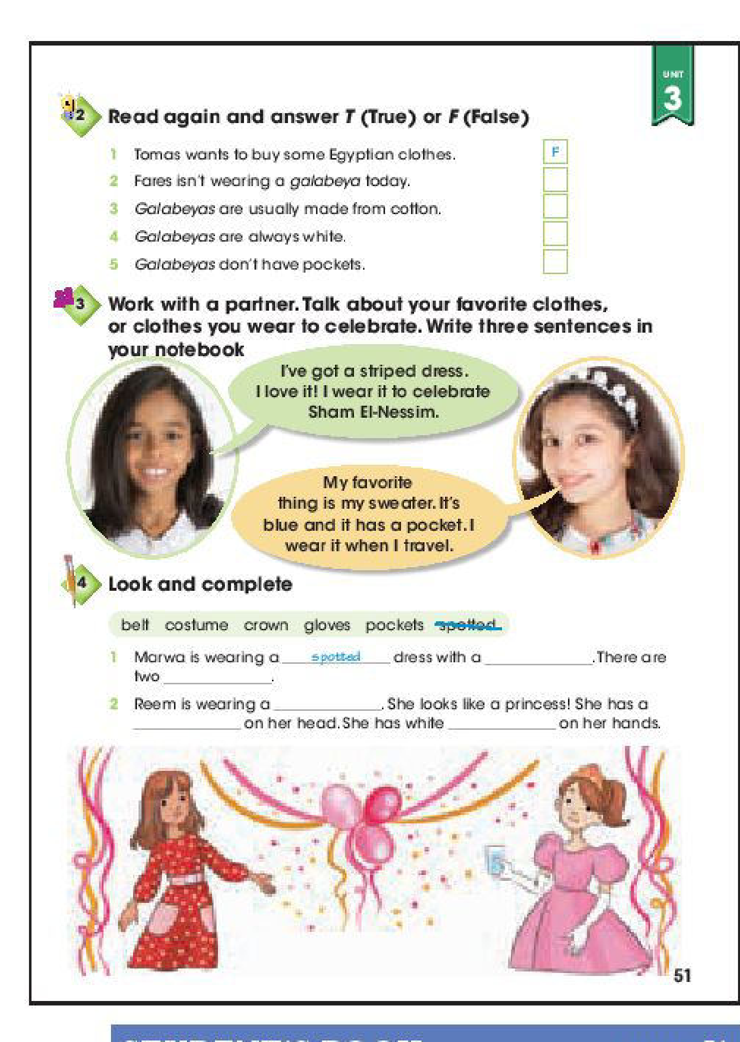
1 Listen and read. Fares is talking to his friend Tomas on social media. What does Tomas want to know about?

Tomas: Hi, Fares. Can you help me? I'm doing a school project about Egyptian clothing. Can you give me some information?
Fares: Hi, Tomas. Yes, of course. What do you want to know?
Tomas: Well, what do you usually wear?
Fares: I live in Sohag and it's usually very hot here. Today, I'm wearing shorts and a T-shirt.
Tomas: Cool! Can you tell me about some traditional Egyptian clothes?
Fares: Oh, sure. Well, many men wear the *galabeya*. This is the long white **robe** that is very popular.
Tomas: Yes, I've seen it. It looks really cool to wear.
Fares: Yes, it's cool because it's made from cotton. It's usually white, but you can get other colors too. The **sleeves** are long so we don't get sunburned!
Tomas: Are there **pockets**?
Fares: Yes! But they're hidden – you can't see them from the outside.
Tomas: Do you wear *galabeyas* when you're celebrating a special festival?
Fares: We do, and the clothes we wear for Eid, for example, are very beautiful. They can be colorful. Sometimes there are beautiful patterns on them.
Tomas: Thanks, Fares. That's really useful!

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Audioscript

Tomas: *Hi, Fares. Can you help me? I'm doing a school project about Egyptian clothing for school. Can you give me some information?*
Fares: *Hi, Tomas. Yes, of course. What do you want to know?*
Tomas: *Well, what do you usually wear?*
Fares: *I live in Sohag and it's usually very hot here. Today, I'm wearing shorts and a T-shirt.*
Tomas: *Cool! Can you tell me about some traditional Egyptian clothes?*
Fares: *Oh, sure. Well, many men wear the galabeya. This is the long white robe that is very popular.*
Tomas: *Yes, I've seen it. It looks really cool to wear.*
Fares: *Yes, it's cool because it's made from cotton. It's usually white, but you can get other colors too. The sleeves are long so we don't get sunburned!*
Tomas: *Are there pockets?*
Fares: *Yes! But they're hidden – you can't see them from the outside.*
Tomas: *Do you wear galabeyas when you're celebrating a special festival?*
Fares: *We do, and the clothes we wear for Eid, for example, are very beautiful. They can be colorful. Sometimes there are beautiful patterns on them.*
Tomas: *Thanks, Fares. That's really useful!*


UNIT 3

2 Read again and answer *T* (True) or *F* (False)

1 Tomas wants to buy some Egyptian clothes. F
2 Fares isn't wearing a *galabeya* today.
3 *Galabeyas* are usually made from cotton.
4 *Galabeyas* are always white.
5 *Galabeyas* don't have pockets.

3 Work with a partner. Talk about your favorite clothes, or clothes you wear to celebrate. Write three sentences in your notebook

I've got a striped dress. I love it! I wear it to celebrate Sham El-Nessim.

My favorite thing is my sweater. It's blue and it has a pocket. I wear it when I travel.

4 Look and complete

belt costume crown gloves pockets ~~spotted~~

1 Marwa is wearing a ___spotted___ dress with a ___________. There are two ___________.
2 Reem is wearing a ___________. She looks like a princess! She has a ___________ on her head. She has white ___________ on her hands.

51

STUDENT'S BOOK page 51

2 Read again and answer *T* (True) or *F* (False)

1 Say *Read the dialog on page 50 again*.
2 Read out the first sentence and ask *Is this true or false?* (false)
3 Tell students to complete the exercise alone. When they have finished, tell them to check their answers with a partner.
4 Ask different students to read out the sentences, say *true* or *false*?
5 Encourage fast finishers to think of other true or false questions about the text.

Answers:

1 F	2 T	3 T	4 F	5 F

3 Work with a partner. Talk about your favorite clothes, or clothes you wear to celebrate. Write three sentences in your notebook

1 Ask *What clothes vocabulary do you know?* Write any new words on the board.
2 Read out the instructions and ask two students to read out the text in the speech bubbles. Check they understand *striped*.
3 Ask a few students to question and model correct answers. Encourage them to describe their clothes, not just name them. Remind them that clothes is a plural noun.
For example:
Teacher: What are your favorite clothes, (name)?
Student: My blue sneakers.
Teacher: What are they like?
Student: They're comfortable and have red stars on them.
Teacher: What are your favorite clothes, (name)?
Student: I like my new T shirt best.
Teacher: What's it like?
Student: It's black with a big, yellow, smiley face.
4 Tell students to work in pairs and tell each other about their favorite clothes. Go around and listen, offering prompts where necessary.
5 Ask students to report back about their partners' favorite clothes.

4 Look and complete

1 Say *Look at the picture and describe what the girls are wearing*.
2 Tell students to work in pairs or small groups.
3 Elicit or teach new words, including the ones in the box.
4 Say *Complete the sentences. Work alone.*
5 Ask students to check their answers in pairs, then check with the whole class.

Answers:

1 spotted; belt; pockets
2 costume; crown; gloves

STUDENT'S BOOK page 52

5 Work with a partner. Read and answer

1 Ask students to look at the picture. Ask *What is this place?* (a shoe shop) *What do you see on the shelves?* (sneakers)
2 Read out the first sentence, and then the first question. Elicit or prompt *Sameh went to town to buy some new sneakers.*
3 Put students in pairs and ask them to continue with the remaining sentences. Go around and monitor, offering help if necessary.
4 Ask different students to read out questions 2 and 3 and answer them.

Answers:

1 to buy some new sneakers.
2 to make a cake.
3 to wear it to a wedding.

LANGUAGE FOCUS

1 First, ask students to look back at Exercise 5. Ask the first question again (*Why did Sameh go to town? – to buy some new sneakers*).
2 Read out the text in the box while students read it. Remind them that the form of the verb shown in bold is called the infinitive.
3 Ask a student to read out the first example again (*She went to town to buy a dress*). Ask *Why did she go to town?* Elicit *to buy a dress.*
4 Repeat with the remaining three sentences:
Why did he buy new sneakers? To wear for playing football.
Why did I go to the hall? To get my coat.
Why did I wear a galabeya? To stay cool.

6 Circle the correct words

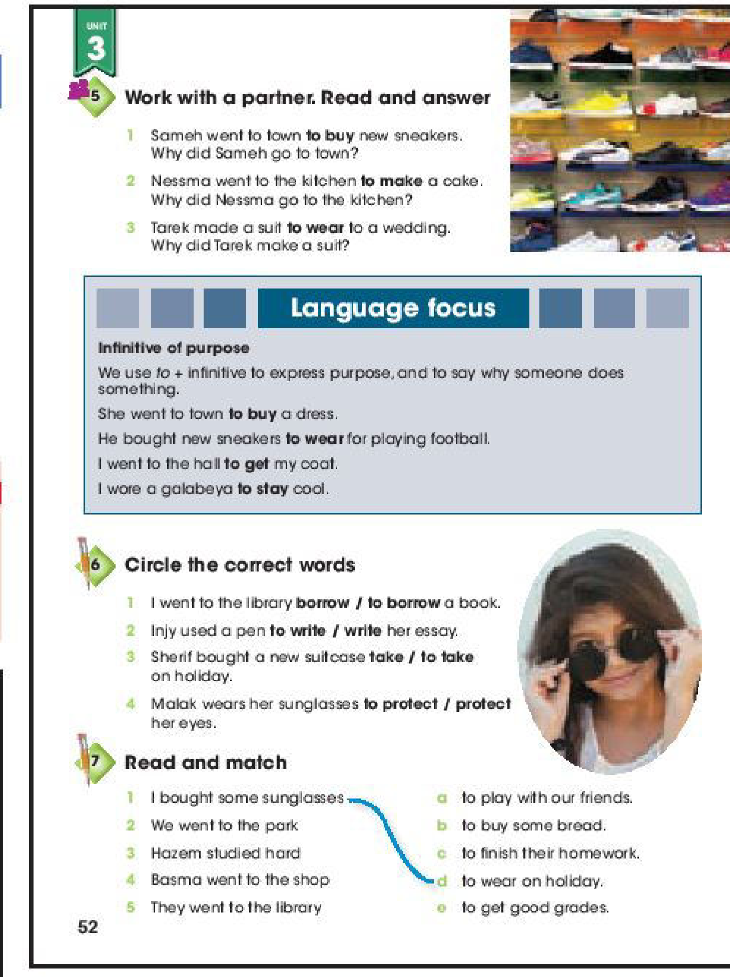
1 Say *Read each sentence and circle the correct words*
2 Ask students to complete the exercise by themselves before checking in pairs or small groups.
3 Elicit the answers for feedback.

Answers:

1 to borrow	2 to write
3 to take	4 to protect

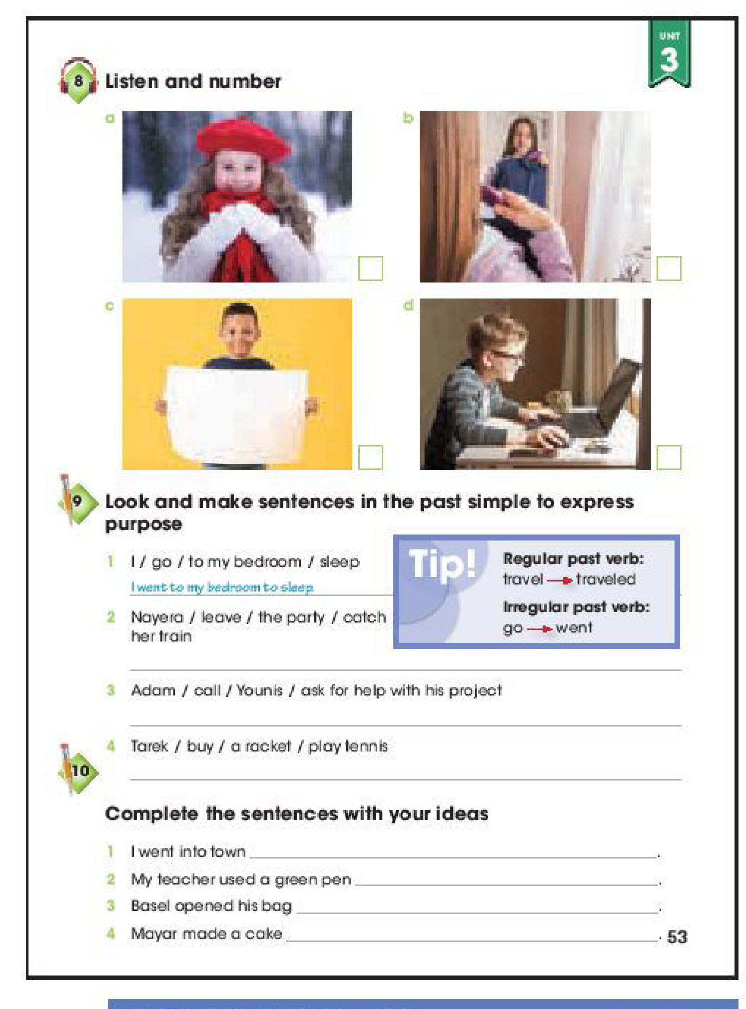
7 Read and match

1 Say *Read and match.* Ask students to read the examples.
2 Model the first example with the class.
3 Tell students to complete the task and then compare answers in pairs.
4 Ask different students to read out each complete sentence.



Answers:

1 d	2 a	3 e	4 b	5 c


UNIT 3

8 Listen and number

a b c d

9 Look and make sentences in the past simple to express purpose

1 I / go / to my bedroom / sleep
I went to my bedroom to sleep.
2 Nayera / leave / the party / catch her train

Tip! Regular past verb: travel → traveled
Irregular past verb: go → went

3 Adam / call / Younis / ask for help with his project

4 Tarek / buy / a racket / play tennis

10 Complete the sentences with your ideas

1 I went into town ______.
2 My teacher used a green pen ______.
3 Basel opened his bag ______.
4 Mayar made a cake ______.

53

STUDENT'S BOOK page 53

8 Listen and number

1 Say *Look at the pictures and describe them to your partner.* Go around and encourage students, supplying vocabulary as needed.
2 Say *Listen and number the pictures*. Play the first part of the audio. Then ask students to tell you the correct picture (a).
3 Play the rest of the audio, pausing for students to write down the correct number after each one.
4 Ask them to check their answers before feedback.

Audioscript

Narrator: *1*
Girl 1: *I went to town to buy a beautiful new dress for the party.*
Narrator: *2*
Boy 1: *I got some cardboard paper to make my poster.*
Narrator: *3*
Boy 2: *I searched on the internet to find the information for my homework.*
Narrator: *4*
Girl 2: *I bought a scarf and gloves to keep me warm.*

Answers:

a 4 b 1 c 2 d 3

9 Look and make sentences in the past simple to express purpose

1 Refer to the *Tip!* and remind students of the verb form in the past simple. Write some verbs on the left side part of the board, and ask students to help you complete with the past form of the verbs. Have students discuss in pairs if the verbs are regular or irregular.
2 Say *Read the sentences.* Model the first example on the board.
3 Ask *Where is the past tense (went) and the infinitive of purpose (to sleep)?*
4 Ask students to complete the task by themselves and then check with their partner.

Answers:

1 I went to my bedroom to sleep.
2 Nayera left the party to catch her train.
3 Adam called Younis to ask for help with his project.
4 Tarek bought a racket to play tennis.

10 Complete the sentences with your ideas

1 Read out the first phrase, then ask *Why did I go into town?* Invite ideas from around the class, making sure they use the infinitive of purpose.
2 Put students in pairs or small groups to discuss different ways to complete the four sentences, using their own ideas. Ask students to think of three or four different endings for each beginning. Go around and monitor, offering ideas where necessary.
3 Invite students to share their ideas with the class.

Students' own answers

Extra practice

1 Ask the class *Why did you come to school today?* Elicit different answers, making sure they use the infinitive of purpose, e.g. *I came to school to learn English.*
2 On the board, write the beginnings of more sentences, e.g.
We use the internet to….
We go to the market to ….
We take holidays to …
We play sport to ….
3 Have students suggest different ways of completing the sentences. You could do this as a class activity or as pair work. Always check that their sentences make sense!

Closing

- On the board, write these words: *sunglasses; money; cell phones; cars; TVs; airplanes*
- Ask students to make sentences using these words, starting with *We use…..* (e.g. We use sunglasses to protect our eyes).
- How many different sentences can they make for each item?

UNIT
3

LESSON 4 pages 54-57

Objectives:	To listen to and read a story To practice the pronunciation of past simple forms ending in /d/, /t/, /ɪd/ To understand adjectives and why they are important
Vocabulary:	dishonest, soft, beautiful, intelligent, wonderful, crowded, angry
Language:	Adjectives
CLIL:	Math: Multiply multi-digit numbers
Materials:	Student's Book, pages 54-57 Audio file

Opener

- Greet the students as they come into the classroom, and have them greet you back.
- Quickly revise the infinitive of purpose: ask *Why did we come to school today?* and encourage different replies, e.g. *to study, to learn English.*
- Tell students that they are going to read a story today. Ask *What's your favorite story?* Encourage ideas from around the class and allow a short discussion.
- Play *Think of a number* with the students.

STUDENT'S BOOK page 54

1 Look at the words in bold in the text. What sort of words are they?

1 Say *Read the text (or scan) quickly and find all the words in bold.* Give time for students to finish and then say *Read the sentences that have the words in bold. What kind of words are they?* (adjectives).

2 Ask *What are adjectives?* (words that describe nouns) Elicit some more examples.

Answer:

They are adjectives.

2 Listen and read. Who made the shoes every night?

1 Say *Listen and read the text.* Play the audio, pausing after each paragraph. Encourage students to work out the meaning of the words in bold.

2 Ask students to read the whole text by themselves. Go around and help with any queries.

3 Play the audio once more while students read the text.

Audioscript

*Once upon a time, a **kind** and **honest** shoemaker lived in town with his wife. They were very **poor**, but they were **happy**. The shoemaker worked hard, but he had no money.*
One night, the shoemaker was in his workshop. "Oh dear.



LESSON 4

THE ELVES AND THE SHOEMAKER



1 Look at the words in bold in the text. What sort of words are they?



2 Listen and read. Who made the shoes every night?

Once upon a time, a **kind** and **honest** shoemaker lived in town with his wife. They were very **poor**, but they were **happy**. The shoemaker worked hard, but he had no money.

One night, the shoemaker was in his workshop. "Oh dear. I've only got enough leather for one more pair of shoes. But I'm too **tired** to make them tonight. I'll cut the leather now and make the shoes in the morning." The shoemaker cut out the leather and went to bed.

The following morning, the shoemaker couldn't believe his eyes. He called to his wife to come quickly to the workshop. "Look at these shoes!" said the shoemaker. There, on his table was an amazing pair of shoes. "They are **beautiful**. Did you make them?" His wife looked surprised. "No, my dear, I didn't make them," he said.

Then a man walked into the shop. "I have never seen such **amazing** shoes," he said. "Can I try them?" He tried on the shoes. "They're perfect," he said and paid the shoemaker. "Quickly," said the shoemaker's wife, "go and buy some more leather." The shoemaker went to buy some more leather.

When he arrived home, the shoemaker's wife had made him **a delicious** meal. "I will just cut out the leather, and then come and eat." The shoemaker cut out the leather for two pairs of shoes and left the workshop for the night.

The following morning, the shoemaker and his wife were amazed to see two beautiful pairs of shoes in the workshop. "We must find out who is making these shoes," said the shoemaker's wife. "Let's hide tonight and see who is helping us."

That night, the shoemaker cut out the leather and then hid. They were very surprised to see two little elves! The elves started to make the shoes. Soon, they had made two more pairs of beautiful shoes. "We must thank the elves," said the shoemaker's wife. "Let's make them new clothes."

The next night, the elves found their **new** clothes. They were so happy that they danced around the workshop before sitting down to make more shoes.

Soon, people came from all over the land to buy the shoemaker's shoes. He and his wife weren't ever poor again and they lived happily ever after.

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*I've only got enough leather for one more pair of shoes. But I'm too **tired** to make them tonight. I'll cut the leather now and make the shoes in the morning." The shoemaker cut out the leather and went to bed.*
*The following morning, the shoemaker couldn't believe his eyes. He called to his wife to come quickly to the workshop. "Look at these shoes!" said the shoemaker. There, on his table was an amazing pair of shoes. "They are **beautiful**. Did you make them?" His wife looked surprised. "No, my dear, I didn't make them," he said.*
*Then a man walked into the shop. "I have never seen such **amazing** shoes," he said. "Can I try them?" He tried on the shoes. "They're perfect," he said and paid the shoemaker. "Quickly," said the shoemaker's wife, "go and buy some more leather." The shoemaker went to buy some more leather.*
*When he arrived home, the shoemaker's wife had made him **a delicious** meal. "I will just cut out the leather, and then come and eat." The shoemaker cut out the leather for two pairs of shoes and left the workshop for the night.*
The following morning, the shoemaker and his wife were amazed to see two beautiful pairs of shoes in the workshop. "We must find out who is making these shoes," said the shoemaker's wife. "Let's hide tonight and see who is helping us."
*That night, the shoemaker cut out the leather and then hid. They were very surprised to see two little elves! The elves started to make the shoes. Soon, they had made two more pairs of beautiful shoes. "We must thank the elves," said the shoemaker's wife. "Let's make them **new** clothes."*

UNIT 3

 3 **Read again. Look at the words in bold in the text. Find:**

1 a word that describes the shoemaker. ____________

2 a word that describes the shoes. ____________

3 a word that describes the shoemaker's meal. ____________

 4 **Think: How do these words help you to understand the story? Check if you agree:**

1 The adjectives give more details. ☐

2 The adjectives make the story interesting. ☐

 5 **Think and discuss**

1 Why did the shoemaker want to find out who made the shoes?

2 How did the shoemaker find out who made the shoes?

3 What did they give the elves for their kindness?

4 How did the elves feel?



 6 **Why do you think the elves helped the shoemaker? Work with a partner. Discuss**



I think the elves helped the shoemaker because ...

55

The next night, the elves found their new clothes. They were so happy that they danced around the workshop before sitting down to make more shoes.
Soon, people came from all over the land to buy the shoemaker's shoes. He and his wife weren't ever poor again and they lived happily ever after.

Answers:

Two little elves made the beautiful shoes every night.

STUDENT'S BOOK page 55

3 Read again. Look at the words in bold in the text. Find:

1 Read out the first question and ask students to look at the text to find the answer. Encourage them to guess the meaning of the words, using the context.
2 Tell students to work in pairs to discuss the remaining questions. Go around and monitor.
3 Ask different students to give their answers to questions 2 and 3.

Answers:

1 kind, honest, poor, happy, tired
2 beautiful, amazing 3 delicious

4 Think. How do these words help you to understand the story? Check if you agree:

1 Read the two sentences in the exercise to the students.
2 Ask *Do adjectives give more details?* Elicit the answer Yes. Ask *How?* and elicit that they create an image in the mind of the reader.
3 Ask *Do adjectives make the story interesting?* You should be able to elicit the answer *Yes!* Ask students why this is.

Suggested answers:

1 Yes, adjectives give more details and help us know if something is positive or negative.
2 Yes, adjectives make the story more interesting because we can picture the people, places, and things more clearly with more descriptions.

5 Think and discuss

1 Say Read the story again and then read the questions.
2 Ask students to discuss the answers with a partner before feedback.
3 Encourage them to give a reason for their answer based on the text.

Suggested answers:

1 The shoemaker wanted to find out who made the shoes because they were very helpful / because they could not explain it.
2 The shoemaker found out who made the shoes by hiding and watching.
3 The shoemaker and his wife gave the elves new clothes to say thank you.
4 The elves felt happy.

6 Why do you think the elves helped the shoemaker? Work with a partner. Discuss

1 Read out the question and ask students to discuss ideas in pairs. Go around and monitor.
2 Bring the class back together and elicit ideas.

Suggested answer:

- The elves helped kind people.
- The elves loved shoemaking.

Extra practice

1 Ask students to practice telling the story in their own words. Encourage them to use the book to help them if they need some support. Move around and listen, offering prompts where needed.
2 Invite volunteers to recount the story to the class. Praise good work.



STUDENT'S BOOK page 56

1 Look, say, and match

1 Say Look at the pictures and describe them to your partner. Go around and monitor.
2 Ask students to read the sentences and match them with the correct picture.
3 Tell students to complete this exercise individually before checking answers in small groups.
4 Check answers with the whole class.
5 Ask students to find the verb in each sentence (played, walked, tidied). Ask them Did these actions happen in the past, present or future? (The past). Are they finished actions? (yes). What do we call this tense? (Past Simple).



Answers:

a 2 b 3 c 1

2 Listen

1 Play the audio, pausing for students to repeat each sound, word and sentence. After each sentence, tell them to point to the correct picture in Exercise 1.
2 Repeat once or twice.
3 Explain to students that many past tense verbs have an -ed ending. Some of these are pronounced /d/ 'played'; some are pronounced /t/, 'walked'; some are pronounced /id/ tidied.

Audioscript

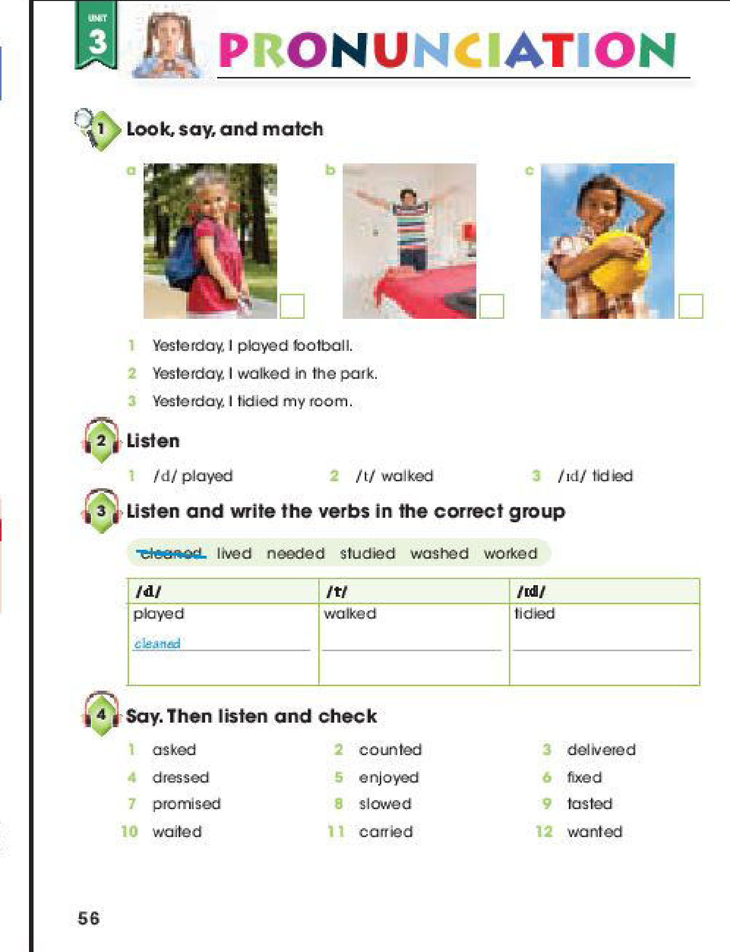
Played. Played. I played football.
Walked. Walked. I walked in the park.
Tidied. Tidied. I tidied my room.

3 Listen and write the verbs in the correct group

1 Write *played, walked* and *tidied* on the board. Underline the *-ed* endings and ask students *Are these verbs regular or irregular?* (regular). Remind them that regular verbs end in *-ed*, but we pronounce them in three different ways.
2 Write */d/ /t/ and /id/* on the board. Point to each one in turn, make the sound, and have students copy it.
3 Ask them to look at the table in their books, and read out each example: *played, walked, tidied*.
4 Play the audio, pausing after each word while students write the word in the correct list.
5 Play the audio again for students to check. Encourage them to say each word.
6 Ask different students to come to the board to complete the table.

Audioscript

Ramy cleaned the windows /d/.
I lived in Cairo /d/.
We needed to leave /ɪd/.
I studied English /ɪd/.
I washed the car /t/.
I worked in Alexandria /t/



UNIT 3 PRONUNCIATION

1 Look, say, and match

a b c

1 Yesterday, I played football.
2 Yesterday, I walked in the park.
3 Yesterday, I tidied my room.

2 Listen

1 /d/ played 2 /t/ walked 3 /ɪd/ tidied

3 Listen and write the verbs in the correct group

~~cleaned~~ lived needed studied washed worked

/d/	/t/	/ɪd/
played	walked	tidied
cleaned		

4 Say. Then listen and check

1 asked 2 counted 3 delivered
4 dressed 5 enjoyed 6 fixed
7 promised 8 slowed 9 tasted
10 waited 11 carried 12 wanted

56

Answers:

/d/	/t/	/ɪd/
played cleaned lived	walked washed worked	tidied needed studied

4 Say. Then listen and check

1 Write /t/, /d/, and /ɪd/ on the board. Space them out so that they are not near each other.
2 Ask students to chorus each word in turn. After each word, tell them to point to the correct sound on the board.
3 Play the audio, pausing for them to repeat each word and point to the sound on the board.
4 Play it again without stopping while they point to the correct sounds on the board.

Audioscript

asked
counted
delivered
dressed
enjoyed
fixed
promised
slowed
tasted
waited
carried
wanted



MATH

UNIT 3

Multiply multi-digit numbers

1 **Think and write the numbers. Listen and check**

1 10 × 10 = ____________ 2 30 × 20 = ____________
3 50 × 50 = ____________ 4 38 × 24 = ____________

2 **Look, think, and write**





1 For sports day, Mrs Amal ordered 12 boxes of T-shirts for the students. Each box has 18 T-shirts. How many T-shirts did Mrs Amal order? ________

2 Nora makes hats. She's very good. She can make 25 hats each week. How many hats can she make in 48 weeks? ______



Did you know?

If you multiply any number by zero, the answer is zero!

57

Answers:

/d/	/t/	/ɪd/
delivered enjoyed slowed	asked dressed fixed promised	counted tasted waited carried wanted

STUDENT'S BOOK page 57

Multiply multi-digit numbers

1 Think and write the numbers. Listen and check

1 Say *Look at the first sum. Ten times ten equals....?* Elicit answers from the class (a hundred).
2 Play the first part of the audio and have students repeat the words.
3 Put them in pairs or small groups to complete the task. Let them use calculators if they wish to. Go around and help with the calculations where needed.
4 Choose students to read out the product. Praise their effort.

Audioscript

Ten times ten equals a hundred.
Thirty times twenty equals six hundred.
Fifty times fifty equals two thousand, five hundred.
Thirty-eight times twenty-four equals nine hundred and twelve.

Answers:

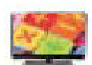
1 100 2 600 3 2,500 4 912

2 Look, think, and write

1 Put students in pairs and ask them to read the story problem and work out the answers.
2 Allow students to use calculators if they need to. Move around and offer help if necessary.
3 Invite volunteers to come to the board, show their calculations and say the answers.

Answers:

1 216 2 1,200



Did you know?

Ask students to read the information. If they are surprised, let them try it out using calculators.

Extra practice

1 Tell students to write three multiplication problems for their partners to work out. Make sure they know the answers themselves! Alternatively, you could choose different students to call out multiplication problems for other students to work out.
2 Make sure students say the numbers correctly each time.

Closing

- Call out the following verbs: *jump, wash, decide, carry, work, call, live, and visit.*
- Ask the class to chorus the past simple form. Make sure they pronounce the endings correctly
- Ask them to suggest more examples for each ending.
- Tell the class that in the next lesson they will learn how to write about their favorite clothes.

Answers:

jumped /t/	washed /t/	decided /ɪd/
carried /ɪd/	worked /t/	called /d/
lived /d/	visited /ɪd/	



LESSON 5 pages 58-59

Objectives:	To read about different school uniforms To review using adjectives To write about favorite clothes using adjectives in the correct order
Language:	Adjectives
Materials:	Student's Book, pages 58-59 Writing paper and colored pencils (optional)

Opener

- Greet the class. Chain *Hello (name), how are you?* around the class.
- Ask students to share their favorite stories. Ask *What's it about? When did you first read it or hear it? Why do you like it?*
- Play *Missing sound* with the students (Games bank page 163).

STUDENT'S BOOK page 58

1 Look and read. Whose school uniform is shown in the picture?

1 Say *Describe the picture to your partner.* Prompt with questions, e.g. *What is the girl wearing?* (She is wearing a short-sleeved blue shirt).
2 Students read the blog. Make sure students understand what a blog is (A blog is short for weblog. It is a type of website where people can publish articles/posts online). Move around and monitor, making a note of any words that students find difficult.
3 Go over difficult words with the whole class and then ask different volunteers to read out a paragraph each.
4 Ask students to answer the question and to share how they know, using the text.

Answers:

Student E.

2 Read the blog again and complete the sentences

1 Say *Read the blog again, and then complete the five sentences.*
2 Ask students to complete the task individually, then check their answers in pairs before feedback.

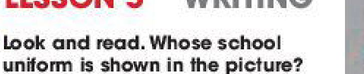
Answers:

1 leather 2 checked 3 dark
4 long 5 blue



LESSON 5 WRITING





1 Look and read. Whose school uniform is shown in the picture?



Student A
I really like our school uniform. Everyone wears a short-sleeved white shirt. The girls wear a blue skirt and the boys wear blue trousers. We all have to wear white socks and black leather shoes. It doesn't get very cold here, but when it does, we can wear our blue sweaters.

Student B
At school, I wear a pale blue shirt and dark blue trousers. We have to wear a **tie** every day. It's dark blue with light blue stripes on it. The girls in my school also wear a pale blue shirt, but they don't wear trousers. They wear a blue and white checked skirt. The girls don't have to wear a tie.

Student C
Our school uniform is really **smart**. We have to wear a white shirt with a red tie. We wear a dark gray skirt and a blue jacket.

Student D
The girls and boys have different uniforms at my school. The boys wear light green shorts and long green socks. We wear white shirts and we've got a dark red sweater for when it gets cold. My sister's uniform is different. She wears a blue skirt and a yellow T-shirt.

Student E
Our uniform is a dark blue skirt for the girls or dark blue shorts for the boys, a pale blue cotton shirt, white socks, and black shoes. When it's cold, we wear dark blue vests or jackets. I like my uniform!

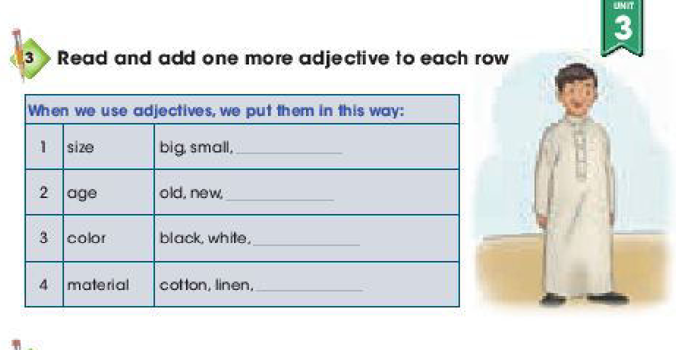
2 Read the blog again and complete the sentences

1 At Student A's school, students wear black ________ shoes.
2 At Student B's school, the girls wear a blue and white ________ skirt.
3 In summer, students at Student C's school can wear ________ gray skirts.
4 The boys at Student D's school wear ________ green socks.
5 The girls and boys at Student E's school all wear dark ________ jackets.

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UNIT 3

3 Read and add one more adjective to each row

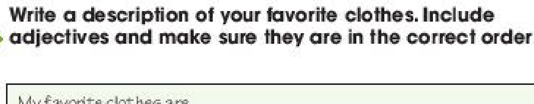


When we use adjectives, we put them in this way:		
1	size	big, small, ________
2	age	old, new, ________
3	color	black, white, ________
4	material	cotton, linen, ________

4 Put the adjectives in brackets in the correct order

1 She wore a ____________________ dress. (cotton, green)
2 He had to wear an ____________________ hat. (old, orange)
3 Dad bought me a ____________________ *galabeya*. (new, white)
4 The shoemaker made ____________________ shoes. (small, leather)
5 I bought a ____________________ jacket for the party. (new, green)

5 Write a description of your favorite clothes. Include adjectives and make sure they are in the correct order



My favorite clothes are ____________________.
I have a ____________________, which is ____________________.
I also like ____________________.
They are my favorite because ____________________.

59

STUDENT'S BOOK page 59

3 Read and add one more adjective to each row

1 Read out the instructions. Remind students about adjectives, and ask them to give some examples.
2 Ask students to work in pairs to complete the exercise. Encourage them to think of several options.
3 Elicit answers from students and write some of their ideas on the board.

Suggested answers:

1 medium, large
2 modern
3 red, gold
4 plastic, metal

4 Put the adjectives in brackets in the correct order

1 Say *Read and discuss the sentences with your partner. Remember to make notes of your answers.*
2 Ask students to work in pairs.
3 Encourage different students to share their answers with the class.

Answers:

1 green, cotton
2 old, orange
3 new, white
4 small, leather
5 new, green

5 Write a description of your favorite clothes. Include adjectives and make sure they are in the correct order

1 Tell students to read the instructions carefully.
2 Tell them to use what they have learned in Exercises 3 and 4 to help them.
3 Ask students to complete the exercise, then share their ideas with the class and discuss which ideas are best.
4 Encourage students to read out their versions of the text to the class.

Students' own answers

Closing

- Say *Well done*. Tell them that in the next lesson they will be doing a project about traditional clothes from around the world. Ask them to think about traditional Egyptian clothes, and be ready to describe them.

UNIT
3

LESSON 6 pages 60-61

Objectives:	To research and complete a project about traditional clothes To write a report about what they have found out To revise language learned in the Unit To do a self-assessment of their progress
Materials:	Student's Book, pages 60-61 Audio file TR Large map of the world (optional) Drawing paper and colored pencils Magazine pictures of traditional costumes from around the word (optional) Glue sticks, scissors (optional)

Opener

- Greet the class. Say *How are you?* and encourage varied responses, such as I'm fine, I'm OK, etc.
- Tell students to greet you back and have them ask each other *Hello. How are you?*
- Ask *Do you remember what we learned in the last lesson?* (To write about their favorite clothes using adjectives in the correct order).
- Ask students to say some things about their favorite clothes.

Presentation

1 Show students pictures of traditional clothes.
2 Tell them that the project is about traditional clothes. Ask them *What do you usually wear? What do you wear for special occasions? Do you like wearing special clothes? What are traditional clothes for men and women?*
3 Play *Memory game* (Games bank page 163)with the students using the pictures that you showed them, or drawings.

STUDENT'S BOOK page 60

1 Which countries are these clothes from? Look and match

1 Say *What countries are in the box?* Students call out the names. Ask students to show you on a map (if available). If not, ask *Is Japan to the east or west of China?* (the east) *Is India a very large or small country in Asia?* (very large), *Is Finland in the north of or south of Europe?* (north)
2 Tell students to work in pairs and ask them to look at the three pictures and match them with the correct country. Move around and monitor.
3 Ask students to share their answers with the class. Encourage them to describe each picture.

Answers:


1 Japan 2 India 3 Finland


UNIT 3 LESSON 6 PROJECT

1 Which countries are these clothes from? Look and match

Finland India Japan

1 2 3

2 Look and read. What is the Mexican hat called?

CLOTHES IN MEXICO

These girls are wearing traditional Mexican dresses. Look! They're very colorful. There are lots of colorful stripes on the dresses. Girls in Mexico wear dresses like these during feasts and celebrations.

Mexican girls love bright colors. Even when they are not celebrating, they wear bright, colorful clothes.

People in Mexico wear hats to protect their faces from the sun. This is a sombrero – it's a traditional Mexican hat.

There are lots of different styles of sombrero. Some have stripes, and some are very colorful. Some even have gold and silver on them.

3 Read and do

1 Work with a partner. Choose a country and research traditional clothes.
2 Make your leaflet.

60

2 Look and read. What is the Mexican hat called?

1 Say *Look at the leaflet.* Check they know where Mexico is (a country just south of the USA) and if possible, locate it on a map of the world.
2 Tell students to study the pictures and practice describing them in pairs.
3 Ask them to describe the pictures to the class and write useful words on the board.
4 Say *Read the text and find the answer for 'What is the Mexican hat called?'*
5 Tell students to compare their answers before feedback.
6 Ask *Are these clothes the same or different from traditional Egyptian clothing?* (Students' own answers). Encourage students to share what they like about Mexican clothes.

Answers:


a sombrero

3 Read and do

1 Say *Work in pairs. You can research the traditional clothes of any country you like.*
2 If you have magazine pictures, show them to the class to give them ideas, or hand them out for them to use. If students can access the internet, they can research in class. If not, set it as homework and make time in the next lesson for them to complete this project.


UNIT 3

SELF-ASSESSMENT

1 Do you remember these clothes? Look and write

1 ______ 2 ______ 3 ______ 4 ______

2 Write four sentences about your clothes. Use four of the adjectives in the box

beautiful colorful cotton striped spotted

1 ______
2 ______
3 ______
4 ______

3 Say. Then listen and check

1 Sameh studied hard.
2 Sara cleaned the kitchen.
3 We walked to school.
4 I jumped over the gate.
5 He lived in Cairo.
6 I started to laugh.

4 Think about Unit 3

Write two things you enjoyed.

______

Write two things you learned.

______

61

3 Say *Use the leaflet about Mexico to help you. Find three or four pictures to use. You can draw and copy pictures, or search for copyright-free images on the internet and print them out.*
4 Say *Work with your partner (or group). Help each other to write short texts to describe each picture.* While they are working, go around and encourage them; make suggestions and corrections.
5 Ask volunteers to show their leaflets to the class and encourage questions and answers.
6 Use them as a class display.

Students' own answers

Extra practice

1 Using the students' leaflets around the classroom walls, students can read the texts and write their own questions (as well as noting down the answers).
2 These questions can be used as the basis of a class reading competition or quiz. This will help support students' reading skills, but also develop their cultural awareness of other contexts.

STUDENT'S BOOK page 61

Self-Assessment

1 Do you remember these clothes? Look and write

1 Ask students to label the pictures. Monitor and encourage.
2 Allow them to check the answers by looking back through the unit.

Answers:

1 scarf 2 sneakers 3 sweater 4 pajamas

2 Write four sentences about your clothes. Use four of the adjectives in the box

1 Say *Write four sentences about your clothes. These can be about the clothes you are wearing, or your clothes at home.* Model an example with the students.
2 Go around and check spelling, correcting if necessary.
3 Ask students to read out their answers.

Students' own answers

3 Say. Then listen and check

1 Say *Read sentences 1 – 6. Now, say them.* Give students enough time to read the sentences before saying them.
2 Play the audio, pausing after each sentence for them to repeat it.
3 Ask students to think about the ending of the past verbs and decide if they are pronounced as /d/, /t/, or /ɪd/.

Audioscript

Narrator: *1*
Speaker: *Sameh **studied** hard.*
Narrator: *2*
Speaker: *Sara **cleaned** the kitchen.*
Narrator: *3*
Speaker: *We **walked** to school.*
Narrator: *4*
Speaker: *I **jumped** over the gate.*
Narrator: *5*
Speaker: *He **lived** in Cairo.*
Narrator: *6*
Speaker: *I **started** to laugh.*

4 Think about Unit 3

1 Say *Think about what you learned in Unit 3. Look back through the unit to remind yourselves what you learned.*
2 Ask students to write two things they enjoyed about Unit 3 and two things they learned.
3 Monitor and help with spelling but not the actual content of the writing.

Closing

- Ask students to open their books at page 43. Point to *In this unit I will …* and read out the list.
- After each one, ask *Did you learn or do these things? Raise your hands.*
- Say *Good job! We finished another unit. Well done for your hard work!*



LESSON 1 pages 62-63

Objectives:	To revise the vocabulary and language of units 1–3
Vocabulary:	*beans, pineapple, chocolate, pour, mix, squash, football, kung fu, pajamas, mountain, swimming shorts, sweater, sunglasses, necklace, sneakers, desert, glacier, flood, river, lakes, rainforest, soul, wind*
Language:	Past simple
Materials:	Students Book pages 62–63 Audio file 1.35

Opener

- Greet students as they come into the class.
- Ask them *What did you eat today? What do you eat on special occasions? Do you like cooking? What are traditional meals from Egypt?*
- Play *Pictionary* with students. Draw a famous dish or a type of food and ask them to guess what you have drawn, then invite volunteer students to the board and ask them to draw their own food-related pictures for their classmates to guess.

STUDENT'S BOOK page 62

1 Listen and point

1 Say *Listen and point to pictures 1–15.*
2 Play the recording and pause after each sentence for the students to point to the pictures in their book.

Audioscript

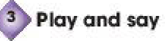
Narrator: *1*
Speaker: *beans*
Narrator: *2*
Speaker: *pineapple*
Narrator: *3*
Speaker: *chocolate*
Narrator: *4*
Speaker: *squash*
Narrator: *5*
Speaker: *mix*
Narrator: *6*
Speaker: *pour*
Narrator: *7*
Speaker: *football*
Narrator: *8*
Speaker: *kung fu*
Narrator: *9*
Speaker: *pajamas*
Narrator: *10*
Speaker: *sweater*
Narrator: *11*
Speaker: *swimming shorts*
Narrator: *12*
Speaker: *mountain*
Narrator: *13*
Speaker: *sunglasses*
Narrator: *14*
Speaker: *necklace*
Narrator: *5*
Speaker: *sneakers*











Say a sentence using the word in number 5.

62



2 Look and write

1 Say *Can you remember the words for the pictures? You can look back through the unit to remind yourself of this vocabulary.*
2 Monitor and help with spelling.
3 Ask students to share their answers with a partner.
4 Collect the answers as a class and check that students can spell each word.

Answers:

1 beans	2 pineapple	3 chocolate
4 squash	5 mix	6 pour
7 football	8 kung fu	9 pajamas
10 sweater	11 swimming shorts	
12 mountain	13 sunglasses	
14 necklace	15 sneakers	

3 Play and say

1 Write *Mix* on the board and elicit things we can mix (liquid, paint, ingredients, etc.)
2 Ask one student to read the example sentence in the bubble.
3 Ask *Is this true? Do you ever make pizza like this?*
4 Say *Talk to your partner and make another sentence with mix.*
5 Check some pairs' answers and ask *Do you ever do this?*

Students' own answers



4 Read and circle

1 It's very hot and dry in the **desert/rainforest**.
2 Sometimes when there is a lot of rain there is a **flood/river**.
3 Fayoum has many **lakes/glaciers**.
4 The sculptures in the White Desert were made by **soil/wind** erosion.

5 Make sentences in the past simple

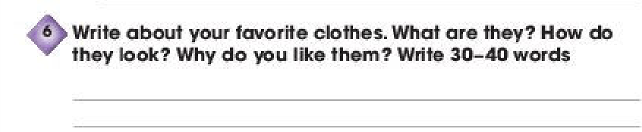
1 Mom/cook/*molokhia*/last Friday

2 Salma/go/to the store/with her mom

3 My/grandma/travel/Port Said/last weekend

4 I/get/a new phone/ a week ago

6 Write about your favorite clothes. What are they? How do they look? Why do you like them? Write 30–40 words





63

Extra practice

1 Ask students to make sentences with the other words from exercise 1.
2 Allow students to choose if they want to work alone or in pairs.
3 Monitor and help with spelling and sentence structure.
4 Elicit an answer for each word.

STUDENT'S BOOK page 63

4 Read and circle

1 Ask students to look at the words in bold and then check that they remember them.
2 Ask students if Egypt has any of these natural features.
3 Ask students to look at question 1 and elicit an answer (desert).
4 Say *Please read the other sentences and choose the correct word in each case*.
5 Ask students to share their answers with a partner.
6 Check answers as a class and encourage students for the right answers.

Answers:

1 desert 2 flood 3 lakes 4 wind

5 Make sentences in the past simple

1 Ask students to identify the verb in each sentence (cook, go, travel, get).
2 Check that students know what these mean, then ask *How do you say each verb in the past simple?* (cooked, went, traveled, got).
3 Ask students to look at question 1 and elicit the full sentence with the verb in the past. (Mom cooked molokhia last Friday.)
4 Say *Please write the other sentences in the past*.
5 Ask students to share their answers with a partner.
6 Check answers as a class.

Answers:

1 Mom cooked molokhia last Friday.
2 Salma went to the store with her mom.
3 My grandma traveled to Port Said last weekend.
4 I got a new phone a week ago.

6 Write about your favorite clothes. What are they? How do they look? Why do you like them? Write 30–40 words

1 Brainstorm clothes and write them on the board, and check the students' spelling.
2 Ask *Which kinds of words do we use to describe clothes?* (size, color, material adjectives in that order).
3 Write about the teacher's clothes using the adjectives above as a class, e.g., long, black, leather jacket.
4 Say *Please write about your favorite clothes*.
5 Monitor and help with spelling and sentence structure.
6 Ask students to share their answers with a partner.

Students' own answers

Extra practice

1 Create a reading gallery so that students can read each other's writing.
2 Either display the texts physically (on the walls or tables around the classroom).
3 Ask students to read each text and note down interesting facts, or similarities between the writer and themselves.
4 Ask students what they learned about their classmates.

Closing

- Ask students to describe the picture of the mother and daughter.
- Ask pairs to discuss what they are wearing and what might be in their shopping bags.
- Monitor and listen to the students' discussions.
- Check answers and encourage their good work.



Suggested answer:

The mother and the daughter have blonde hair. They are both wearing pale blue jackets, and black pants. The mother is holding a black handbag and some shopping bags. The daughter is holding a pink shopping bag. Students' own answers for what's inside the shopping bags.

LESSON 2 — pages 64-65

Objectives:	To revise the vocabulary and language of units 1–3
Vocabulary:	*sneakers, tennis, carrots, oranges, eggs, pajamas, swimming, tiger, window, grape, spider, lime, robot*
Language:	Good at/ bad at + noun/ verb + -ing Long vowels, past simple 'ed' endings.
Materials:	Students book pages 64–65 Audio files 1.36–1.40

Opener

- Greet students as they come into the class.
- Ask them *Did you play sports today? Do you watch a lot of sports? What do people wear or use when they play sports? What are the best sports teams in Egypt?*
- Play *charades* with the students. Act out a sport, clothes, or equipment related to sport and ask students to guess what it is, then invite volunteer students to the front of the class and ask them to act out a word for their classmates to guess.

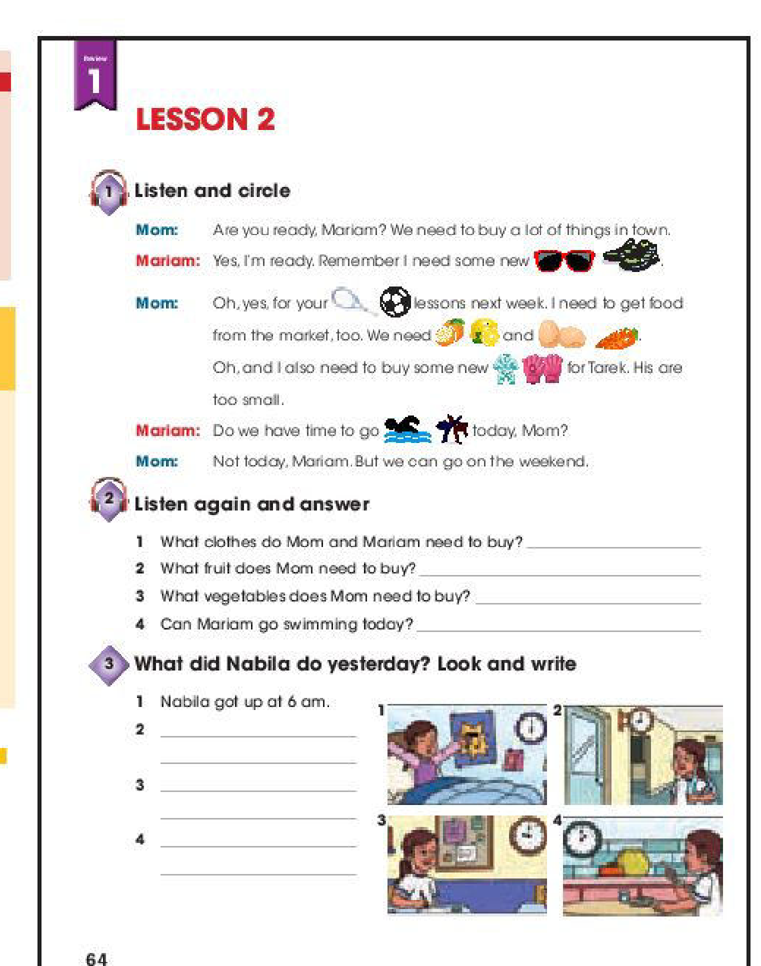
STUDENT'S BOOK — page 64

1 Listen and circle

1 Say *What do you see in the first two small pictures?* (sunglasses/ sneakers).
2 Ask pairs to work together and identify the other pairs of images.
3 Check answers as class and write the words on the board, checking that students know the correct spelling.
4 Say *I'm going to play the recording, please circle the word that you hear.*
5 Play the recording again if students need to check their answers, consider pausing the recording so that all students can hear the word.

Audioscript

Mom:	*Are you ready, Mariam? We need to buy a lot of things in town.*
Mariam:	*Yes, I'm ready. Remember: I need some new sneakers.*
Mom:	*Oh, yes, for your tennis lessons next week. I need to get food from the market too. We need oranges and carrots. Oh, and I also need to buy some new pajamas for Tariq. His are too small.*
Mariam:	*Do we have time to go swimming today, Mom?*
Mom:	*Not today, Mariam. But we can go on the weekend.*


Review 1

LESSON 2

1 Listen and circle

Mom: Are you ready, Mariam? We need to buy a lot of things in town.
Mariam: Yes, I'm ready. Remember I need some new
Mom: Oh, yes, for your lessons next week. I need to get food from the market, too. We need and . Oh, and I also need to buy some new for Tarek. His are too small.
Mariam: Do we have time to go today, Mom?
Mom: Not today, Mariam. But we can go on the weekend.

2 Listen again and answer

1 What clothes do Mom and Mariam need to buy? ____
2 What fruit does Mom need to buy? ____
3 What vegetables does Mom need to buy? ____
4 Can Mariam go swimming today? ____

3 What did Nabila do yesterday? Look and write

1 Nabila got up at 6 am.
2 ____
3 ____
4 ____

64

Answers:

Sneakers, tennis, oranges, carrots, pajamas, swimming

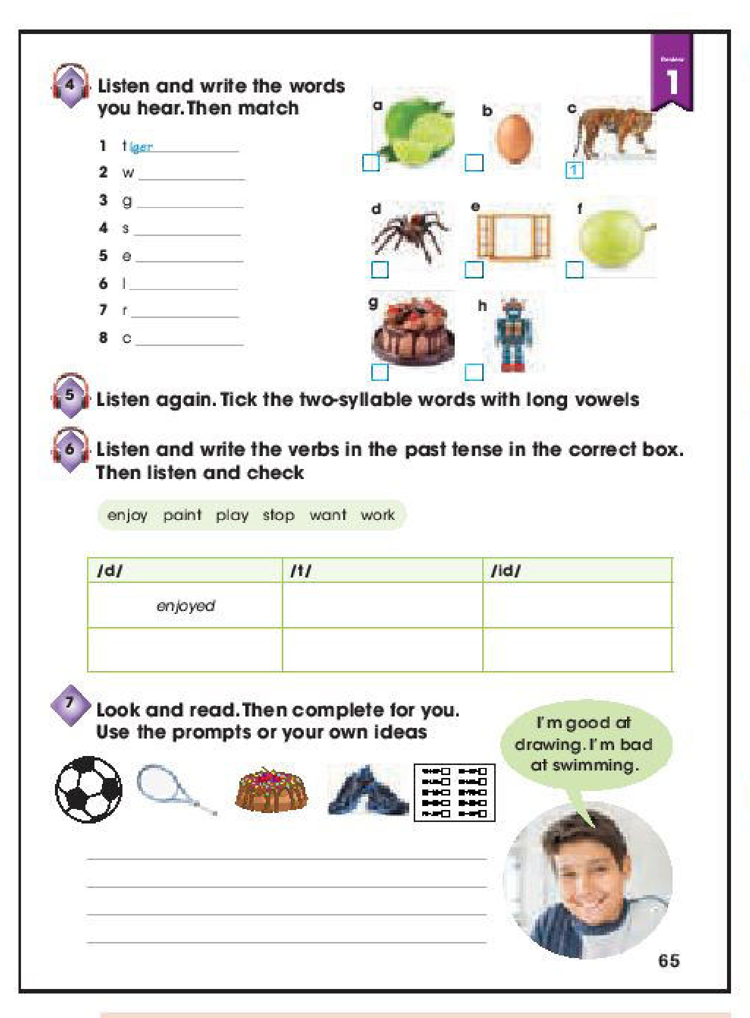
2 Listen again and answer

1 Have students look at the questions then ask one student to read the first question aloud.
2 Ask students to read the dialog again, then elicit the answer from a volunteer. Encourage students to use whole sentences.
3 Say *Please read and answer the other questions.*
4 Ask pairs to compare their answers.
5 Check answers as a whole class.

Audioscript

Mom:	*Are you ready, Mariam? We need to buy a lot of things in town.*
Mariam:	*Yes, I'm ready. Remember: I need some new sneakers.*
Mom:	*Oh, yes, for your tennis lessons next week. I need to get food from the market too. We need oranges and carrots. Oh, and I also need to buy some new pajamas for Tariq. His are too small.*
Mariam:	*Do we have time to go swimming today, Mom?*
Mom:	*Not today, Mariam. But we can go on the weekend.*





4 Listen and write the words you hear. Then match

1 tiger
2 w
3 g
4 s
5 e
6 l
7 r
8 c

a b c 1 d e f g h

5 Listen again. Tick the two-syllable words with long vowels

6 Listen and write the verbs in the past tense in the correct box. Then listen and check

enjoy paint play stop want work

/d/	/t/	/id/
enjoyed		

7 Look and read. Then complete for you. Use the prompts or your own ideas

65

Answers:

1 Mom and Mariam need to buy sneakers and pajamas.
2 Mom needs to buy oranges.
3 Mom needs to buy carrots.
4 No, Mariam can't go swimming today (but she can go on the weekend).

3 What did Nabila do yesterday? Look and write

1 Have students look at the images and check that everyone knows what times are showing.
2 Ask one student to read the first example aloud. Ask students why this answer is correct (we see Nabila in bed, we need the past simple tense because the action finished yesterday).
3 Say *Please look at the other images and write a phrase for each one, remember to use the past simple.*
4 Ask pairs to compare their answers.
5 Check answers as a whole class and praise students when they use the correct past simple tense.

Suggested answer:

1 Nabila got up at 6 am.
2 Nabila went to school at 8 am.
3 Nabila had a (math) class at 10 am.
4 Nabila ate lunch at 2 pm.

Extra practice

1 Write on the board *What did you do at 10 am yesterday?*
2 Ask some volunteers to explain things they did at 10 am yesterday.
3 Say *Please write questions about yesterday for your classmates. Use different times.*
4 Put the students into groups of four and have them ask each other their questions.
5 Elicit what the students have learned about the other students in their group.

STUDENT'S BOOK page 65

4 Listen and write the words you hear. Then match

1 Have students look at the images and then elicit what they see then elicit the spellings and write them on the board.
2 Say *Listen to the recording and write the words in the order that you hear them.*
3 Ask pairs to compare their answers.
4 Check answers as a whole class and encourage students to use the correct pronunciation and spell the word without looking at the board.

Audioscript

Narrator: *1*
Speaker: *tiger*
Narrator: *2*
Speaker: *window*
Narrator: *3*
Speaker: *grape*
Narrator: *4*
Speaker: *spider*
Narrator: *5*
Speaker: *egg*
Narrator: *6*
Speaker: *lime*
Narrator: *7*
Speaker: *robot*
Narrator: *8*
Speaker: *cake*

Answers:

1c tiger	2e window	3f grape	4d spider
5b egg	6a lime	7h robot	8g cake

5 Listen again. Tick the two-syllable words with long vowels

1 Have students look at the instructions and check that they remember what a syllable is, and what a long vowel is.
2 You can use the names of the students in the class to check their understanding, e.g., *Does the name Dalia have two syllables?* and elicit answers from students. (No, the name Dalia has three syllables.)
3 Say *Listen to the recording again and tick the words which have two syllables and long vowels.*
3 Ask pairs to compare their answers.
4 Check answers as a whole class and encourage students to use the correct pronunciation and vowel length.



Audioscript

Narrator: *1*
Speaker: *tiger*
Narrator: *2*
Speaker: *window*
Narrator: *3*
Speaker: *grape*
Narrator: *4*
Speaker: *spider*
Narrator: *5*
Speaker: *egg*
Narrator: *6*
Speaker: *lime*
Narrator: *7*
Speaker: *robot*
Narrator: *8*
Speaker: *cake*

Answers:

Tiger, window, spider, robot

6 Listen and write the verbs in the past tense in the correct box. Then listen and check

1 Ask students to look at the verbs in the box. Remind them that the past simple versions of these verbs end in 'ed' and that there are three different ways to pronounce 'ed' endings.
2 Elicit the spellings of the past simple verbs and write them on the board. Highlight that we add an extra consonant when we write 'stopped'. Explain that this happens when the last three letters of a verb are 'consonant + vowel + consonant'.
3 Say *Listen to the recording and write each past tense verb under the correct 'ed' ending category.*
4 Play the audio and pause for students to write the answers.
5 Check answers as a whole class and encourage students to use the correct pronunciation.

Audioscript

Speaker 1: *They enjoyed the play.*
Speaker 2: *She painted a picture.*
Speaker 1: *The boys played football.*
Speaker 2: *We stopped at the traffic light.*
Speaker 1: *Jana wanted an ice cream.*
Speaker 2: *He worked as a taxi driver.*

Answers:

Enjoyed, painted, played, stopped, wanted, worked.

7 Look and read. Then complete for you. Use the prompts or your own ideas

1 Have students look at the images and then elicit what activities or skills they can see. If you think it's necessary, then elicit the spellings and write them on the board (football, tennis, cooking, running, maths).
2 Ask a student to read the example sentences aloud, then elicit the structure we use for talking about what we are 'good at' or 'bad at' (+ noun, e.g., good at tennis, + verb +-ing, e.g. good at singing).
3 Say *Please write sentences about yourself using these prompts or your own ideas.*
4 Monitor and help.
5 Ask pairs to compare their answers.
6 Ask students what they learned about their partner.

Students' own answers

Extra practice

1 Write *What is the teacher good and bad at?*
2 Ask students to look at the images again and write some predictions about the teacher's skills.
3 Ask pairs to compare their answers.
4 Ask all the students for one prediction then show your real answers.

Closing

- Write *What have you learned about your classmates today?*
- Give some examples of things that you have learned about the students from exercise 3 on page 64 and exercise 6 on page 65, e.g., H*any got up at 5:30 am yesterday.*
- Put students in small groups and ask them to discuss this question.
- Move around and listen to the discussions.





LESSON 3

1 Work in groups. Think about how we can be healthier. Look at the pictures and discuss








How can we live a healthier life?

There are many things we can do to live a healthier life. For example, we can include fruit and vegetables in our meals. They are healthy and delicious. **Junk** food isn't good for us so we shouldn't eat it a lot. Also, try to do some exercise. Perhaps you love swimming or football? Any kind of exercise is good for you. You could ride your bike to school. Not only is this good exercise, but it means there are fewer cars on the road and less pollution. Play games and have fun with your friends!


2 Read the report and do

1 Draw or find some pictures you can use.
2 Make your report with your group.


3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

66

LESSON 3 pages 66-67

Objectives:	To revise the vocabulary and language of units 1–3
Vocabulary:	*junk food, sports, clothes*
Language:	*Suggestions (How to be healthier). Vowel sounds, two syllable words with long vowels, past simple 'ed' endings*
Materials:	Students Book pages 66-67

Opener

- Greet students as they come into class.
- Remind them that they've learned many words for food and sport. Ask *What are healthy things to eat or do? What are unhealthy things to eat or do?*
- Encourage students to discuss healthy food and activities and write their answers on the board.
- Check that students know how to spell these words and pronounce tricky spellings like 'vegetables'.

STUDENT'S BOOK page 66

1 Work in groups. Think about how we can be healthier. Look at the pictures and discuss

1 Say *Look at the photos and identify any of the healthy or unhealthy food or activities we mentioned.*
2 Ask a volunteer student to give you an example.
3 Put students into small groups and have them discuss all the photos and decide if the food or activity is healthy or unhealthy and why.
4 Move around and listen to students' discussions.
5 Elicit an answer from each group.

Students' own answers

2 Read the report and do

1 Say *We are going to read a report about how we can live a healthier life.*
2 Ask a student to read the first line of the report and then check that the class understands the language. Choose different students to read the other lines in the text.
3 Explain or elicit new words or expressions, e.g., *junk food means food that is quick and easy but unhealthy because it is high in fat, salt, or sugar.*
4 After you have finished reading and explaining the text, say *Now you will make your own report about how to live a healthier life.*
5 Put students into small groups and ask them to create a similar report to the one in exercise 1, with images to illustrate their ideas.
6 Move around and help.

Students' own answers

3 Present

1 Display all reports on walls or tables around the classroom.
2 Ask students to read all the reports and write down one thing they liked about each one, e.g., *I liked the pictures.*
3 When everyone has finished reading the reports, ask each student to tell another group one thing they wrote down that they liked about their report.

Extra practice

1 Write *Which healthy or unhealthy things do you do? Which things do you plan to do more or less?*
2 Ask pairs to discuss the questions.
3 Move around and monitor the discussions.
4 Ask students what they have learned about their partner.



STUDENT'S BOOK page 67

Self-Assessment
Now I can ...

1 Say food words

1 Say *Look at the photos and try to remember the word, how it is spelled, and how it sounds.*
2 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the unit.
3 Check answers as a class.

Answers:

Beans, carrots, chocolate, coconut, eggs, lime, lemon, onions, pineapple.

2 Say sports words

1 Say *Look at the photos and try to remember the word, how it is spelled, and how it sounds.*
2 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the unit.
3 Check answers as a class.

Answers:

Kung fu, tennis, sailing, swimming, squash, karate, football, handball.

3 Say clothes words

1 Say *Look at the photos and try to remember the word, how it is spelled, and how it sounds.*
2 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the unit.
3 Check answers as a class.

Answers:

T-shirt, necklace, scarf, sneakers, pajamas, shorts.

4 Say these sounds

1 Say *Look at the words 'cake, lime, and egg', and try to remember if they are long or short vowel sounds.*
2 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the unit.
3 Check answers as a class.
4 Say *Try to remember two-syllable words with long vowels.*


Review 1

Self-Assessment

Now I can ...

1 say food words

2 say sports words

3 say clothes words

4 say these sounds
vowel sounds
cake, lime, egg
two syllable words with long vowels
past simple endings
/d/ play**ed**
/t/ walk**ed**
/id/ paint**ed**

67

5 Allow students to check the answers by looking back through the unit. Check answers as a class.
6 Say *Look at the verbs with three different past simple 'ed' endings and try to remember how they are pronounced. Now try to think of some more examples. Allow them to check the answers by looking back through the unit.*
7 Check the answers as a class.

Suggested answers:

Long vowels - cake, lime. Short vowels - egg
Two-syllable words with long vowels: teacher, delete, spider, tiger
Past simple endings: /d/enjoyed, showed /t/mixed, helped /ɪd/needed, wanted.

Extra practice

1 Play a guessing game with vocabulary from this page.
2 Describe one word from the page and ask the students to raise their hands when they think they can name that word, e.g., *it's a fruit, it's yellow, it has green leaves and it tastes sweet* (pineapple).





NON-FICTION READER

COME TO CANADA!

1 Look. Which country are these things from?

1 totem pole
2 maple leaf
3 maple syrup
4 bear

2 Listen and read. Where is Maisie from? What does she say about the things in Exercise 1?

Hi, I'm Maisie. I'm from Canada and I love my country. I'm going to tell you some special things about it. Here we go!

Canada is north of North America and its capital is Ottawa. It's the second largest country in the world, after Russia. It has a really cool red and white flag with a **maple leaf** on it.

Totem poles, which are sculptures, are very important to us. You can find them around Canada. They are about families in each place and tell stories about the people who live there. They are painted in bright colors, and are art, history, and a story all together!

Here in Canada, we have lots of different **landscapes** and climates. Some parts of Canada are very cold. Some are warm. I love Canada's bears – they live in the cold woods and they're very beautiful. But they're a bit scary because they're very big, and sometimes very hungry!

The last thing I wanted to tell you about is **maple syrup**: it's sweet and very nice, and we eat it on pancakes for breakfast a lot. You have to try it!

So that's my amazing country! Tell me about your country and what you love about it.

68

3 Ask a student to continue the game by describing another word for the whole class to name. Help by writing phrases on the board if students struggle.

Closing

- Write *Spelling / Grammar / Pronunciation*.
- Ask *How do you feel about these English skills?* Explain that many language learners find certain aspects especially difficult to learn. Explain that if they can identify one thing they find easy then they can help other students. If they can identify one thing they find difficult, they can ask for help and dedicate a bit more time to studying or practicing that skill.
- Ask students to write down one easy and one difficult aspect of English for them.
- Move around and monitor.

LESSON 4 pages 68-69

NON-FICTION READER

Objectives:	To revise the vocabulary and language from units 1–3 To listen to and read a text about Canada To learn words related to Canadian culture To appreciate other cultures To compare and contrast the uniform of police officers in Egypt and other countries
Vocabulary:	*maple leaf, totem pole, landscapes, maple syrup, wide brim*
Life skills:	Respect for the other.
Language:	What is Canada known for? Police officers' uniform in Canada.
Value:	The love of one's country.
Issues:	Effective cross-cultural communication.
Materials:	Students book pages 68–69 Audio files Colored pens/pencils for all students (light brown, dark brown, dark blue, yellow, red)

STUDENT'S BOOK page 68

1 Look. Which country are these things from?

1 Instruct students to look at the photos. Read each word aloud and ask them to repeat it after you.
2 Ask students if any of the words are familiar. If yes, then ask them to explain the vocabulary to the rest of the class. If necessary, translate the word or find a relatable alternative, e.g., *maple syrup is similar to honey*.
3 Ask *Which country are these things from?* and elicit the answer.

Answer:

Canada

2 Listen and read. Where is Maisie from? What does she say about the things in Exercise 1?

1 Ask students to look at the instructions. Check they understand that they need to find out where Maisie is from, and what she says about the four things in exercise 1.
2 Say *Listen to the audio and read the text at the same time to answer the questions in the instructions.*
3 Play the audio and pause the recording so that students can note down their answers in their notebook.
4 Ask pairs to compare their answers together.
5 Check answers as a whole class and praise students on identifying the right information.



Audioscript

Maisie: *Hi, I'm Maisie. I'm from Canada and I love my country. I'm going to tell you about some special things about it. Here we go!*

Canada is north of North America and its capital is Ottawa. It's the second largest country in the world, after Russia. It has a really cool red and white flag with a maple leaf on it.

Totem poles, which are sculptures, are very important to us. You can find them around Canada. They are about families in each place and tell stories about the people who live there. They are painted in bright colors, and are art, history, and a story all together!

Here in Canada, we have lots of different landscapes and climates. Some parts of Canada are very cold. Some are warm. I love Canada's bears – they live in the cold woods and they're very beautiful. But they're a bit scary because they're very big, and sometimes very hungry!

The last thing I wanted to tell you about is maple syrup: it's sweet and very nice, and we eat it on pancakes for breakfast a lot. You have to try it!

So that's my amazing country! Tell me about your country and what you love about it.

Answers:

Maisie is from Canada.
Maisie talks about:

1 Totem poles, which are sculptures, are very important to us. You can find them around Canada. They are about families in each place and tell stories about the people who live there. They are painted in bright colors and are art, history, and a story together.
2 The maple leaf is on the flag of Canada.
3 Maple syrup is sweet and very nice, and we eat it on pancakes for breakfast a lot.
4 Bears live in cold woods and they're very beautiful. But they're a bit scary because they're very big and sometimes hungry.

STUDENT'S BOOK page 69

3 Listen, read, and color

1 Remind students that Maisie is from Canada where there is a different culture and environment.
2 Explain that the police uniform is different from the Egyptian one and Maisie will explain what the Canadian police wear on special occasions and normal days.
3 Say *Listen to the description of the uniform that the Canadian police wear on special days and color each piece of clothing.*
4 Explain the new words in the text and write them on the board, e.g., *wide brim means that the edge of the hat is bigger than normal.*

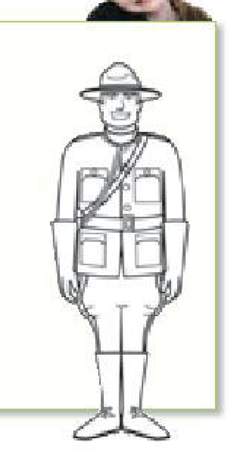


3 Listen, read, and color

Hi, it's Maisie again! One more thing I want to tell you about is our police. They're very kind and help keep us all safe. They have an awesome uniform, too – they wear it on special days.

First of all, they wear a light brown leather hat. It has a **wide brim** to protect their faces from the sun. Then, they have a beautiful red jacket with a dark brown leather belt and long dark brown leather gloves. Their pants are dark blue and have a yellow stripe down the side. Their boots are dark brown leather, too.

On normal days, their uniform is quite different – they wear a gray shirt, dark blue pants, and a hat. In the colder parts of Canada, they wear a very thick coat to keep warm.



4 Work with a partner. Discuss

1 What do you think of the Canadian police uniform?
2 Imagine you are talking to Maisie. Draw and describe the Egyptian police summer uniform to her.

69

5 Play the recording and pause the audio to give the students time to color. Remind students that the color of the hat is light brown, the jacket is red, the belt and gloves are dark brown, the pants are blue with a yellow stripe down the side, and the boots are dark brown.
6 Put students in groups and have them compare their colorings.
7 Move around and help.

Audioscript

Maisie: *Hi, it's Maisie again! One more thing I want to tell you about is our police. They're very kind and help keep us all safe. They have an awesome uniform too – they wear it on special days.*

First of all, they wear a light brown leather hat. It has a wide brim to protect their faces from the sun. Then, they have a beautiful red jacket with a dark brown leather belt and long dark brown leather gloves. Their pants are dark blue and have a yellow stripe down the side. Their boots are dark brown leather, too.

On normal days, their uniform is quite different – they wear a gray shirt, dark blue pants, and a hat. In the colder parts of Canada, they wear a very thick coat to keep warm.



4 Work with a partner. Discuss

1 Have students discuss what they think of the Canadian police uniform and to write down their answers.
2 Hold a class discussion on the Egyptian police, their qualities, and importance. Elicit: *They are kind. They catch criminals. They make sure that people obey the law.*
3 Ask students to work in groups to describe the Egyptian police uniform in different seasons; the hats, pants, belts, boots, etc.
4 Put students in pairs and ask them to complete the second activity.
5 Move around and help with spelling and sentence structure.

Students' own answers

Extra practice

1 Prepare some photos of police officers from other countries and display them around the classroom.
2 Ask students to note down what each country's police wear on special occasions and normal days.
3 Put the students into small groups and say *Please discuss which uniforms do you like and why.*
4 Ask students to share their opinions with the whole class.

Closing

- Discuss what students want to be when they grow up.
- Ask students if they would like to be police officers when they grow up, and why or why not.



Introduction pages 70-71

Objectives	To introduce the topic of landscapes and geographical features
Materials	Student's Book pages 70-71 Two or three photos of landscapes; photos of buildings, modern and traditional. Map of Egypt (optional)

Opener

- Greet the class, then have them greet each other in pairs.
- Make a mind map on the board with the word *landscapes* in the center.
- Show students the photos of landscapes. Ask them if they know what a landscape is. Help them understand that landscape is the visible part of the Earth's surface which consists of geographic features that mark, or are characteristic of, a particular area such as mountains, hills, lakes, etc.
- Invite students to think of words related to the central word *landscapes*, (such as lakes, trees, plants, flowers, mountains, forests, islands, beaches, etc). Identify these features in the photos.
- Ask *What is the land like near your home? Are there flowers and plants? What else is there?* Brainstorm ideas from the class. Help with vocabulary as necessary.
- Show students photos of buildings. Ask *Is this building modern or traditional? Which style do you like best? What kind of building do you live in?*





UNIT 4

In this unit I will ...

- listen, read, research, and write about different landscapes.
- learn about Elephantine Island.
- use sentences in the past continuous.
- learn about greenhouse gases and climate change.
- learn and talk about eco-tourism in Egypt.
- learn about number sequences.
- learn how to say three consonants together.
- learn to correct spelling mistakes.
- read and listen to a short story about a community garden.
- write a flyer about eco-tourism in Egypt.



Look, discuss, and share

Where is the place in the photo?
Would you like to go there?
Do you think tourists go there? Why / Why not?



Did you know?

Look at these rocks from the White Desert. What can you see? People often call them 'chicken and mushroom' rocks!



Find out

Find some more unusual places in Egypt. Why do tourists go there? How do tourists change these places? Share your answers with your partner.

71

STUDENT'S BOOK pages 70-71

1 Say *Look at the photo on pages 70 and 71.*
2 Put students in pairs. Say *Talk together about what you can see in the photo.*
3 Move around and help with vocabulary and pronunciation as necessary.
4 Discuss answers together as a class.
5 Ask *Do you think it's in a town, a city or the countryside? Why? Is it old or new? Is it traditional or modern? What kind of building is it? Why?* (It could be a hotel or guesthouse, because there are doors with writing on them). *Do you think it's beautiful? Why/Why not?* Ask a few students to share their ideas with the whole class.



Look, discuss, and share

1 Say *Look at page 71.*
2 Read the questions aloud.
3 Put students in pairs. Say *Look at the photo again and answer the questions.*
4 Move around and help with vocabulary and pronunciation as necessary.
5 Discuss answers together as a class.

Answer:

Nubia, in Egypt.
Students' own answers.
Suggested answer: Tourists enjoy seeing traditional buildings and experiencing a past way of life.



Did you know?

1 Ask students to look at the photo. Ask *What do these rocks look like? Do you know where they are?*
2 Elicit some ideas, then read out the information while students follow in their books. If you have a map of Egypt, show them where the White Desert is.
3 Ask *Can you see the mushroom? Can you see the chicken?* and have students point to the correct parts of the picture. Remind them of the word *shape* and say *The big one is in the shape of a mushroom. The small one is the shape of a chicken!*



Find out

1 Read out the sentence and the questions. Elicit the meaning of the word *unusual* and have the class repeat the word.
2 Say *The places on these pages are unusual.* Ask *Can you think of any other unusual places in Egypt?* Elicit students' ideas.
3 Then ask *Why do tourists go to these places? How do they change these places?* Encourage students to answer based on the places they already know.
4 Ask students to look up unusual places in Egypt on the Internet at home or ask a family member and write them down for the next lesson. Say *Find information about unusual places in Egypt and write it down.*

Suggested answer:

The lost city of Heracleion, Nubian Village, The temple of Abu Simbel, Hathor Temple, White Desert, Colossi of Memnon, The Tomb of Nefertari

Closing

- Focus on *In this unit I will...* and read through the objectives for this unit with the class. Explain new words.

UNIT 4

LESSON 1 pages 72-73

Objectives:	To listen to and read an account of a trip To learn words related to geographical features To talk about villages, towns, and cities
Vocabulary:	*coral reefs, forest, island, lake, mountain, waterfall, rare, reign, sunsets, Tombs of the Nobles*
Language:	I was traveling by boat. We were trying to understand the 'Elephantine' name. We were looking at all the old things from the island when we found a very rare calendar
Materials:	Student's Book, pages 72-73 Audio files A photo of yourself in the countryside or on a field Photos of unusual landscapes in Egypt containing the elements listed in the vocabulary list

Opener

- Greet the class, then have them greet each other in groups of three.
- Show them a photo of yourself visiting a place in the countryside or a field. Ask *Do you know this place? What is it like?*
- Tell students about where you were and what you were doing there (e.g. *I was on my friend's farm. I was walking by a lake/river/a farm*). Point to the elements in the photo that help students identify what the words mean.
- Play a game: Put students in small groups and tell them to choose a team leader.
- Ask a question about the picture (e.g., *Where was I? What was I doing? Was I near a lake/farm/river? Who was I with?*). Have teams discuss the answers and team leaders note down the answers.
- Check answers. Which team has the most correct answers?
- Say *Let's find out more about geographical features in this lesson!*

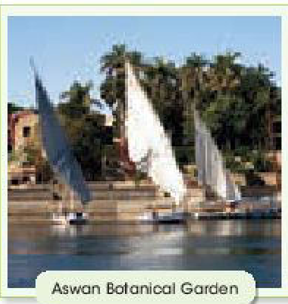
Presentation

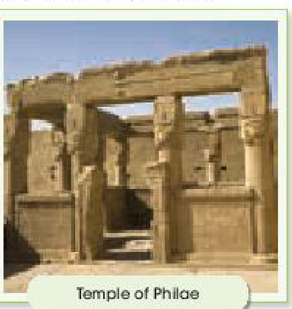
1 Show the photos of unusual landscapes in Egypt, making sure they have the features listed in the vocabulary list. Show each photo and say the word. Have students repeat each word.
2 Then stick the photos on the board and write numbers above them (e.g., if there are four photos, number them one to four).
3 Tell students that you will describe one of the photos. They need to guess which one it is and say the corresponding number.
4 Say, for example, *Last weekend, I visited an unusual place. I saw a waterfall and a river.*
5 After talking about all the photos, ask students to say what features they can see in each photo.



LESSON 1 MY VISIT TO ELEPHANTINE ISLAND

 **1 Listen and read the postcard. Where did Nagwa go?**


Aswan Botanical Garden


Temple of Philae

Hi Dalia!
How are you? I'm missing you! I'm on Elephantine Island and it's the most fantastic place! It's in Aswan and there's **lots** to see. Yesterday, I was traveling by boat to the island with my friends. We were trying to understand the 'Elephantine' name. – we think it's the shape!
Elephantine Island is the oldest part of Aswan. In fact, all the island is full of history. After that, we went to the Aswan Museum. We were looking at all the old things from the island when we found a very **rare** calendar from the **reign** of Thutmose III.
But it's not only about history – it's a beautiful and calm place. There's no traffic, so it's very quiet, and the air is clean. We can go for long walks. There are no forests but there are lots of trees, so it's quite green. The **sunsets** are fantastic, particularly from a felucca.
We were walking in one of the Nubian villages this morning. They have beautiful brightly decorated houses. We had lunch there looking at the Nile. Tomorrow is our last morning, so we're going to walk to the **Tombs of the Nobles** through the desert. I'll be so sad to leave.
Can't wait to see you soon!
Nagwa

2 Listen again and answer the questions

1 Did Nagwa have a good trip? ____________
2 Why is she feeling sad? ____________

72

STUDENT'S BOOK page 72

1  Listen and read the postcard. Where did Nagwa go?

1 Explain that students are going to read a postcard by a young girl (Nagwa) who has been to a beautiful place in Egypt. Make sure students understand what a postcard is (a card that can be sent in the post without an envelope, especially one with a picture on it).
2 Say *Look at page 72*. Say *Listen and read*. Play the audio.
3 Next, say *Look at the photos at the top of the page*. Ask *Where are these places? What do you think of them? Are they beautiful?*
4 Say *Listen again to find out where Nagwa went*.
5 Play the audio again.
6 Have students listen and say where Nagwa went on her trip.
7 After playing the audio, say *Read the postcard again and check your answer.*
8 Check the answer with the whole class.

Audioscript

Hi Dalia!
How are you? I'm missing you! I'm on Elephantine Island and it's the most fantastic place! It's in Aswan and there's lots to see. Yesterday, I was traveling by boat to the island with my friends. We were trying to understand the 'Elephantine' name – we think it's the shape!

Elephantine Island is the oldest part of Aswan. In fact, all the island is full of history. After that, we went to the Aswan Museum. We were looking at all the old things from the island when we found a very rare calendar from the reign of Thutmose III.

But it's not only about history – it's a beautiful and calm place. There's no traffic, so it's very quiet and the air is clean. We can go for long walks. There are no forests, but there are lots of trees, so it's quite green. The sunsets are fantastic, particularly from a felucca. We were walking in one of the Nubian villages this morning. They have beautiful brightly decorated houses. We had lunch there looking at the Nile. Tomorrow is our last morning, so we're going to walk to the Tombs of the Nobles through the desert. I'll be so sad to leave.
Can't wait to see you soon!
Nagwa

Answer:

She went to Elephantine Island.

2 Listen again and answer the questions

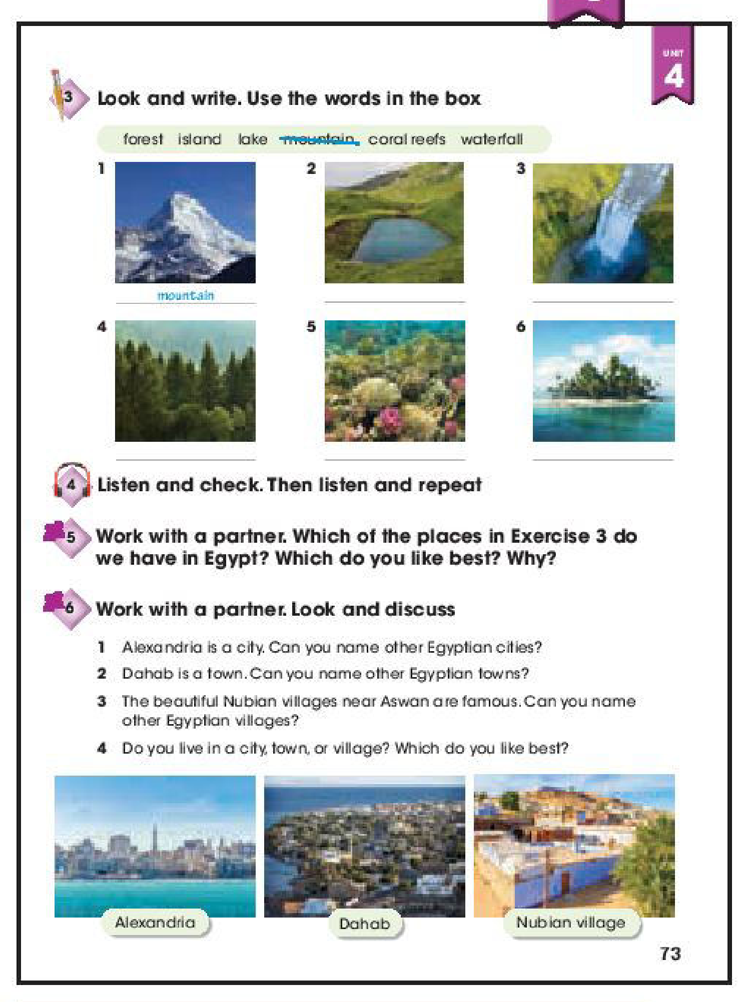
1 Read both questions aloud. Then read the first question again *Did Nagwa have a good trip?*
2 Invite some volunteer students to answer.
3 Play the recording again for students to check their answer for question 1 and also identify the answer for question 2.
4 Check the answers with the whole class. Ask students to read their answers aloud.

Audioscript

Hi Dalia!
How are you? I'm missing you! I'm on Elephantine Island and it's the most fantastic place! It's in Aswan and there's lots to see. Yesterday, I was traveling by boat to the island with my friends. We were trying to understand the 'Elephantine' name – we think it's the shape!

Elephantine Island is the oldest part of Aswan. In fact, all the island is full of history. After that, we went to the Aswan Museum. We were looking at all the old things from the island when we found a very rare calendar from the reign of Thutmose III.

But it's not only about history – it's a beautiful and calm place. There's no traffic, so it's very quiet and the air is clean. We can go for long walks. There are no forests, but there are lots of trees, so it's quite green. The sunsets are fantastic, particularly from a felucca. We were walking in one of the Nubian villages this morning. They have beautiful brightly decorated houses. We had lunch there looking at the Nile. Tomorrow is our last morning, so we're going to walk to the Tombs of the Nobles through the desert. I'll be so sad to leave.
Can't wait to see you soon!
Nagwa


UNIT 4

3 Look and write. Use the words in the box

forest island lake ~~mountain~~ coral reefs waterfall

1 mountain
2
3
4
5
6

4 Listen and check. Then listen and repeat

5 Work with a partner. Which of the places in Exercise 3 do we have in Egypt? Which do you like best? Why?

6 Work with a partner. Look and discuss

1 Alexandria is a city. Can you name other Egyptian cities?
2 Dahab is a town. Can you name other Egyptian towns?
3 The beautiful Nubian villages near Aswan are famous. Can you name other Egyptian villages?
4 Do you live in a city, town, or village? Which do you like best?

Alexandria Dahab Nubian village

73

Answers:

1 Yes, she did. 2 She doesn't want to leave.

STUDENT'S BOOK page 73

3 Look and write. Use the words in the box

1 Say *Look at page 73.*
2 Read aloud each word in the box and have students repeat.
3 Ask *Which photo is a forest?* Elicit the answer (4). Then ask *Which photo is an island?* Elicit the answer (6).
4 Put students in pairs. Say *Look at the photos and label them with the words in the box.*
5 Go around and monitor students as they complete the activity.
6 Have a few students read the geographical feature and say the number of the photo, but do not check the answers yet.
7 Ask *Do you like going to the mountains? Do you like swimming in a lake or the sea? What about waterfalls? Where can you find coral reefs?* Have a few confident students answer in complete sentences, e.g. *Yes, I like going to the mountains. I like swimming in the sea.*

Answers:

1 mountain	2 lake	3 waterfall
4 forest	5 coral reefs	6 island



4 Listen and check. Then listen and repeat

1 Tell students to listen and check their answers.
2 Play the audio once.
3 Then play the audio again and tell students *Say the word as you say the number of the photo.*
4 Put students in pairs. Tell them to talk about the geographical features in the photos. Say *Take turns asking each other about places you know with these features.*
5 Move around and monitor students as they talk about the photos.

Audioscript

1 mountain	*2 lake*	*3 waterfall*
4 forest	*5 coral reefs*	*6 island*

Extra practice

1 Put students in small groups. Say, *Let's think of places where you can see these features.*
2 Ask students to exchange information about places around the world with the features in Exercise 3. Say, *Think of places for all the features.*
3 Go around and help them as necessary.
4 When a group finishes, they say, *stop*, and tell the class about the places for all the features.
5 If no one says, *stop*, tell students to stop after a while and have them share the places they could think of and what features there are in each place.

Students' own answers

5 Work with a partner. Which of the places in Exercise 3 do we have in Egypt? Which do you like best? Why?

1 Ask students to look at the photos in Exercise 3 again. Arrange them in different pairs.
2 Tell them *Think of the features in the photos once again, but only in Egypt.*
3 Encourage them to think of an Egyptian example for each of the features. They may mention, for example, *Jabal Musa*, which is a mountain, or *Elephantine Island* as an example of an *island.*
4 Move around and help with pronunciation as necessary.
5 Check answers with the whole class.

Students' own answers

6 Work with a partner. Look and discuss

1 Point to the photos and ask students *Do you know these places?* Ask them to describe each picture.
2 Read aloud the questions and help students identify the difference between *city*, *town*, and *village* (size and population). Provide students with more details on distinctions between *city*, *town*, and *village*.
3 Ask students to suggest some answers. Encourage them to use complete sentences, e.g., *Aswan is an Egyptian city.*
4 Tell students, *Ask and answer the questions in pairs.* Move around and monitor the students.
5 Ask different students *Can you name some cities, towns, and villages in Egypt?* You can draw a three-column chart on the board and write the names of places in the correct column.

Students' own answers

Closing

- Ask students to close their books.
- Start drawing one of the geographical features students learned about on the board.
- Encourage students to guess what it is.
- Put students in small groups. Say *Take turns drawing a geographical feature in your notebook for your classmate to guess.*
- Move around and monitor students as they play the game.



LESSON 2 What were you doing?

1 Read and choose

1 We **were trying / trying** to understand the 'Elephantine' name.
2 I **were / was walking** in one of the Nubian villages this morning.

Language focus

We make the past continuous with *was/were* + the *-ing* form of the verb.

I **was traveling** by boat to the island with my friends.

We **were trying** to understand the name of the island.

We **were looking** at all the old things from the island when we found a very rare calendar from the reign of Thutmose III.



2 Complete the table about the past continuous with the words in the box

she was were

I	**was**	**listening** to the radio.
you/we/they	**1** ______	**making** a cake.
he/**2** ______/it	**was**	**swimming** in the sea.
Question		
Was	I	**listening** to music?
Were	you/we/they	**making** *fatta*?
3 ______	he/she/it	**swimming** in a lake?



Don't forget how to make the *-ing* form. If the verb ends:

- with *-e*: make – mak**ing** take – tak**ing**
- with consonant + vowel + consonant: swim – swim**ming** shop – shop**ping**



3 Circle the correct word

We use the past continuous for something that happened and **stopped / continued over a period of time** in the past.

74

LESSON 2 pages 74-77

Objectives:	To practice using the past continuous To describe a scene and an event using the past continuous To discuss climate change and greenhouse effect
Vocabulary:	*arrive, cry, drink, get up, have, listen, make, run, sing, sleep, study, swim, take, talk, walk, watch; change, climate, suitable, atmosphere, normal, livestock farming, greenhouse effect, blanket*
Language:	I was listening to the radio. They were making a cake. She was swimming in the sea. Was I listening to music? Were they making *fatta*? Was she swimming in a lake?
Life skills:	Appreciating science – the natural world
Materials:	Student's Book, pages 74-77 Audio files A photo of yourself or someone in your family doing some activity (e.g. visiting a place, listening to music, eating something good, etc.)

Opener

- Greet the class, then tell them to greet each other in groups of three.
- Ask students to remain in their groups.
- Give them one minute to list as many geographical features in English as they can think of.
- Say *stop*, and have one member per group share answers with the class.
- You may turn it into a competition to see who has written more words.

Presentation

1 Show a photo of yourself or someone in your family and tell the class about what you/the people in the photo were doing when the photo was taken, (e.g. *On this day, I was visiting the Pyramids of Giza.*)
2 Write the sentence on the board as a reference. Underline *was visiting*.
3 Then talk about the moment students entered the classroom. Say, e.g. *At (time), you were coming into the classroom.* Underline *were coming*.
4 Next, write the prompt on the board: *At ___, I was ___.*
5 Invite some confident students to think about earlier today or another day and help them describe the activity they were doing. If they complete with a place instead, e.g. *I was at home*, ask *Were you (sleeping/watching TV)?* and write this sentence on the board as a reference.

STUDENT'S BOOK page 46

LANGUAGE FOCUS

1 Say *Look at page 74.*
2 Invite a student to read aloud the *Language Focus* box line by line.
3 Then say *Read again, but this time silently.*
4 Next, put students in pairs and tell them to tell each other the examples from the box.
5 Monitor and help students as necessary.

1 Read and choose

1 Ask students to look at the task and explain that they have to follow the grammar example in the *Language focus* box (I/We + was/were + main verb - ing).
2 Ask students to choose the correct words in each sentence.
3 Ask two students to read out the completed sentences.

Answers:

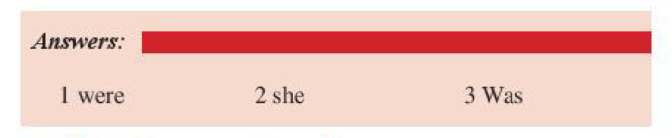
1 were trying 2 was walking

2 Complete the table about the past continuous with the words in the box

1 Read aloud the first sentence using the pronoun *I*, but also show students what column in the table you are referring to, e.g. *I was listening to the radio: person 'I', verb be 'was', main verb + –ing 'listening to.'*



2 Tell students that some of the elements in the *person* and *verb 'be'* column are missing from the *Affirmative* section. Say, *Think of the missing words and complete the table.*
3 Before checking the answers, focus students' attention on the *Question* section and read an example question, referring to the column that each word/phrase belongs to.
4 Tell students *Complete the missing word in the 'verb be' column.*
5 Ask fast finishers to think of another affirmative sentence and question using the past continuous structure and write it in their notebooks.
6 Instruct students to compare answers in pairs. Ask volunteer students to read aloud the lines of the column. Ask fast finishers to share their examples with the class.
7 Draw students' attention to the *Tip!* box. Read the explanation and check they understand the spelling rules.



Answers:

1 were 2 she 3 Was

3 Circle the correct word

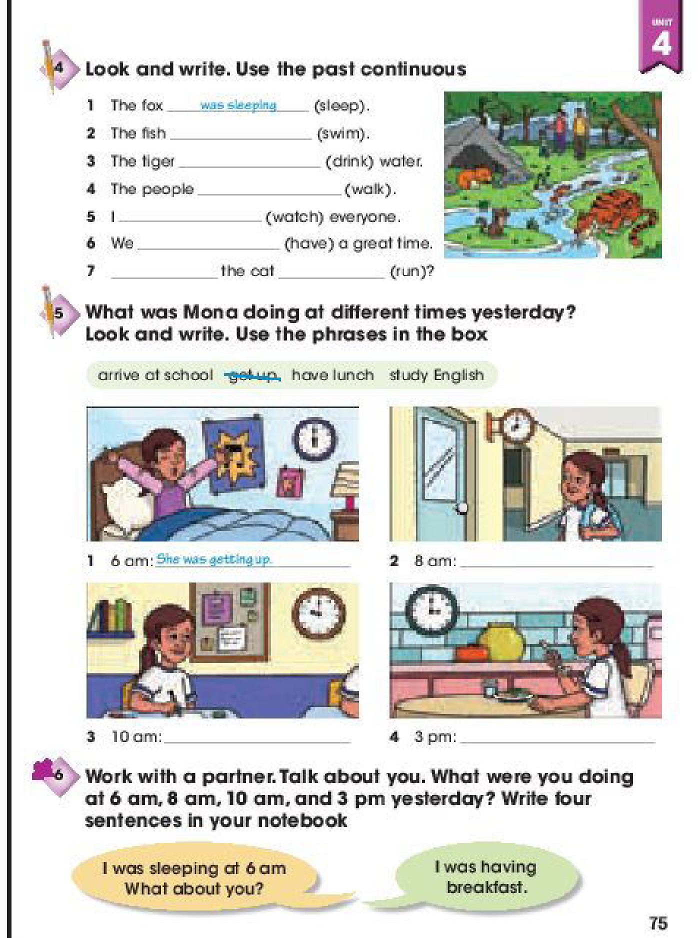
1 Read aloud the sentence and both options. Help students understand the sentence.
2 Ask students to think and choose the correct answer.
3 Walk around and help as necessary.
4 Invite a volunteer student to read the sentence and the correct option aloud.



Answer:

Continued over a period of time in the past.

STUDENT'S BOOK page 75



UNIT 4

4 Look and write. Use the past continuous

1 The fox was sleeping (sleep).
2 The fish ____________ (swim).
3 The tiger ____________ (drink) water.
4 The people ____________ (walk).
5 I ____________ (watch) everyone.
6 We ____________ (have) a great time.
7 ____________ the cat ____________ (run)?

5 What was Mona doing at different times yesterday? Look and write. Use the phrases in the box

arrive at school ~~get up~~ have lunch study English

1 6 am: She was getting up.
2 8 am: ____________
3 10 am: ____________
4 3 pm: ____________

6 Work with a partner. Talk about you. What were you doing at 6 am, 8 am, 10 am, and 3 pm yesterday? Write four sentences in your notebook

I was sleeping at 6 am What about you?
I was having breakfast.

75

4 Look and write. Use the past continuous

1 Say *Look at the picture. What can you see?* Elicit the answers. Make sure students say that there is a forest, a river, and any other elements they can name.
2 Read the example sentence or invite a student to do so.
3 Say *Work in pairs and complete the other sentences using the past continuous form of the verbs in parentheses.*
4 Walk around and monitor the students, helping if needed.
5 Ask fast finishers to write two extra sentences about the scene in their notebooks.
6 Ask some students to read the sentences aloud.

Answers:

2 were swimming	3 was drinking	4 were walking
5 was watching	6 were having	7 Was, running

5 What was Mona doing at different times yesterday? Look and write. Use the phrases in the box

1 Say *Look at the pictures. This is Mona and these pictures show her day yesterday.*
2 Invite a student to read the first sentence.
3 Say, *Work in pairs and write what Mona was doing.*
4 Monitor and help students as needed.
5 Ask fast finishers to imagine other things that Mona was doing at different times of the day and write two sentences in their notebooks.
6 Check the answers and ask volunteer students to read the correct sentences aloud and then write them on the board.



Answers:

1 She was getting up.	2 She was arriving at school.
3 She was studying.	4 She was having lunch.

6 Work with a partner. Talk about you. What were you doing at 6 am, 8 am, 10 am, and 3 pm yesterday? Write four sentences in your notebook

1 Put students in pairs.
2 Read the question in the instruction or invite a student to do it.
3 Say *With your partner, take turns talking about what you were doing at each of these times.*
4 Go around and help students with the correct pronunciation and use of the past continuous structure.
5 Ask fast finishers to talk about what someone in their family, e.g., mother, father, brother, or sister, was doing at 6 am and 1 pm




Listen and read. What is climate change?

Climate change

Greenhouse gases are important to keep our planet at the **suitable** temperature for life. One hundred years ago, the Earth was getting a little warmer, and the **atmosphere** was changing a little. But over the past 20 years, changes are happening faster and faster.

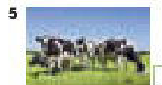
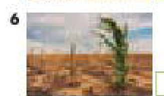
Scientists think that people are causing *climate change*- a change to the **normal** weather of the Earth over a long period of time. We produce too many greenhouse gases through factories, transportation, building things, and **livestock farming**. The greenhouse gases now keep more of the sun's heat inside the Earth, and stop this heat from going back to the space. So the Earth's temperature goes up.

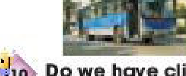
Greenhouse gases are gases like carbon dioxide, water vapor, and methane. So what are the results of climate change?

- Animals may lose their food because plants die.
- Sea level rises, so people can lose their homes.
- The climate becomes too hot. We don't have enough rain and our crops can't grow.


Underline the examples of the past continuous in the text


Read again. Do the things in the photos cause climate change? Or are they results of climate change? Put *C* (Cause) or *R* (Result)

1  C
2 
3 
4 
5 
6 


10 **Do we have climate change in Egypt? How do you know?**

76

6 Ask students to explain what their classmate was doing at one of the times given.

Students' own answers

Extra practice

1 Say *Think about what you were doing at 10 am or 3 pm last Saturday. Don't tell your classmates.*
2 Put students in groups and have them ask each other questions trying to guess what they were doing, e.g., *Were you studying? Were you walking in the street?* until they find out what their classmates in the group were doing.
3 Move around and help them as necessary.
4 Invite some students to tell the class what their classmates were doing.

STUDENT'S BOOK page 76

7 Listen and read. What is climate change?

1 Write *Climate change* on the board. Say *We're going to read about climate change. Guess some of the words we will see in the text.*
2 Invite students to share their ideas with the class and write key words on the board.
3 Say *Listen and read about climate change.*
4 Play the audio and ask students to follow in their books.
5 Ask *What is climate change?* Give students a few minutes to look at the text again and find the answer. Ask students to check their answers in pairs.
6 Invite a student to share the answer with the class.

Audioscript

Climate change

Greenhouse gases are important to keep our planet at the suitable temperature for life. One hundred years ago, the Earth was getting a little warmer, and the atmosphere was changing a little. But over the past 20 years, changes are happening faster and faster.

Scientists think that people are causing climate change – a change to the normal weather of the Earth over a long period of time. We produce too many greenhouse gases through factories, transportation, building things, and livestock farming. The greenhouse gases now keep more of the sun's heat inside the Earth, and stop this heat from going back to the space. So the Earth's temperature goes up.

Greenhouse gases are gases like carbon dioxide, water vapor, and methane. So what are the results of climate change?
- *Animals may lose their food because plants die.*
- *Sea level rises, so people can lose their homes.*
- *The climate becomes too hot. We don't have enough rain and our crops can't grow.*

Answer:

It describes how our normal weather is changing over a long period and the earth is getting warmer.

8 Underline the examples of the past continuous in the text.

1 Ask students to read the text again. Say *Read the text and find sentences using the past continuous.*
2 Allow students some time to do this.
3 Tell them to compare their answers with a classmate.
4 Ask some students to read the sentences they found to the class. Write them on the board.

Answers:

One hundred years ago, the Earth was getting a little warmer, the atmosphere was changing a little.

Extra practice

1 Ask students to use the information in the past and the information now to talk about the Earth and climate change.
2 Say *One hundred years ago, the Earth was getting a little warmer. How is it now?* Elicit *It's getting (much warmer).*
3 Repeat with other structures.
4 Compare the use of verb *be* in the past and present when using the past continuous or present continuous.

9 Read again. Do the things in the photos cause climate change? Or are they results of climate change? Put *C* (Cause) or *R* (Result)

1 Write: *1) We produce too many greenhouse gases.*
2) The climate becomes too hot, and we don't have enough rain and our crops can't grow.
2 Ask *Which sentence shows the cause and which sentence shows the result?* (write *'cause'* under *"We produce too many greenhouse gases"*, write *'result'* under *"The climate becomes too hot, and we don't have enough rain and our crops can't grow"*).
3 Then say *Look at the photos. What do they show?* Write keywords on the board to help students while they describe the pictures (1 factories, 2 ice melting, 3 droughts, 4 transportation, 5 livestock farming, crops dying).
4 Put students in pairs and allow them some time to identify what the photos represent. Are they a cause or a result of climate change?
5 Move around and help students as needed.
6 Invite some students to share answers with the class.

Answers:

1 cause	2 result	3 result
4 cause	5 cause	6 result

10 Do we have climate change in Egypt? How do you know?

1 Read the questions aloud.
2 Put students in pairs. Say, *Ask and answer the questions.*
3 Monitor their conversations and help as needed.
4 Elicit students' answers to the questions.

Answer:

Students' own answers, but the heavy rains, strong wind, recent floods, and extreme heat in Egypt probably indicates climate change is in place.

Extra practice

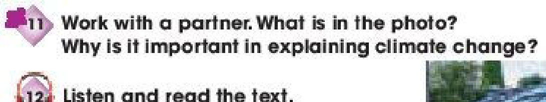
1 If time permits, ask students to look up information about climate change in Egypt. Ask students to research the causes of climate change and the results in their local community, or in Egypt generally.

STUDENT'S BOOK page 77

11 Work with a partner. What is in the photo? Why is it important in explaining climate change?

1 Ask students what they can see in the photo (It's a greenhouse). Ask *What are greenhouses for?* (growing plants) *What are they made of?* (glass) *Why?* (The glass magnifies the heat from the sun and keeps the plants warm, so they grow better).
2 Ask, *Why is this important in explaining climate change?* Encourage students to share their ideas, then say *Let's find out more about it.*

UNIT 4



11 Work with a partner. What is in the photo? Why is it important in explaining climate change?

12 Listen and read the text. Why can't Laila do her homework?

Mom: Laila, what's the matter?
Laila: Hi Mom. I'm feeling worried. I can't do my homework.
Mom: What's the problem?
Laila: I have to explain the **greenhouse effect** and it's quite difficult.
Mom: OK, let me help. You know what a greenhouse is, don't you? It's made of glass so it keeps all the plants inside it warm. This means that in cold countries, we can grow vegetables like tomatoes and tropical plants. The temperature inside doesn't change and the plants grow.
Laila: Yes, but why is that the same as climate change?
Mom: Well, we have a natural greenhouse effect on Earth. There are gases in the atmosphere that keep the Earth warm so we can live on it. These are greenhouse gases. But now we have more and more of the greenhouse gases and the Earth is warming up too much.
Laila: But why is it like a greenhouse?
Mom: The greenhouse gases work like a **blanket** around Earth. Greenhouse gases allow the sun's light to shine onto the Earth's surface, but they stop the heat of the sun from going out of the Earth to space, and they make the planet too hot.
Laila: Thanks, Mom! I understand the greenhouse effect better now!



13 Choose. What is the 'greenhouse effect'?

1 A process in which greenhouse gases stop the sun's heat from going from Earth to space and raises the Earth's temperature.
2 A process in which greenhouse gases make the temperature warmer to grow crops faster.

77

Students' own answers

12 Listen and read the text. Why can't Laila do her homework?

1 Read out the instruction, then instruct students to follow the text while you play the audio. Ask, *Why can't Laila do her homework?* (she doesn't understand 'the greenhouse effect').
2 Give students time to read it again. Go around and answer any questions. Elicit or explain the meaning of *blanket* (a cover to keep you warm).
3 Play it again, then ask students to read it together in pairs.

Audioscript

Narrator: *Unit 4, Lesson 2, page 77, Exercise 12. Listen and read. Why can't Laila do her homework?*
Mom: *Laila, what's the matter?*
Laila: *Hi, Mom. I'm feeling worried. I can't do my homework.*
Mom: *What's the problem?*
Laila: *I have to explain the greenhouse effect and it's quite difficult.*
Mom: *OK, let me help. You know what a greenhouse is, don't you? It's made of glass, so it keeps all the plants inside it warm. This means that in cold countries, we can grow vegetables like tomatoes and tropical plants. The temperature inside doesn't change and the plants grow.*

Laila: *Yes, but why is that the same as climate change?*
Mom: *Well, we have a natural greenhouse effect on Earth. There are gases in the atmosphere that keep Earth warm so we can live on it. These are greenhouse gases. But now we have more and more of the greenhouses gases and the Earth is warming up too much.*
Laila: *But why is it like a greenhouse?*
Mom: *The greenhouse gases work like a blanket around Earth. Greenhouse gases allow the sun's light to shine onto the Earth's surface, but they stop the heat of the sun from going out of the Earth to space, and they make the planet too hot.*
Laila: *Thanks, Mom! I think I understand the greenhouse effect better now!*

Answer:

Leila can't do her homework because she doesn't understand 'the greenhouse effect'.

Extra practice

1 Put students in pairs or small groups. Have them practice explaining the greenhouse effect. Encourage them to use their own words and ideas, but let them refer to Exercise 12 for help.

13 Choose. What is the 'greenhouse effect'?

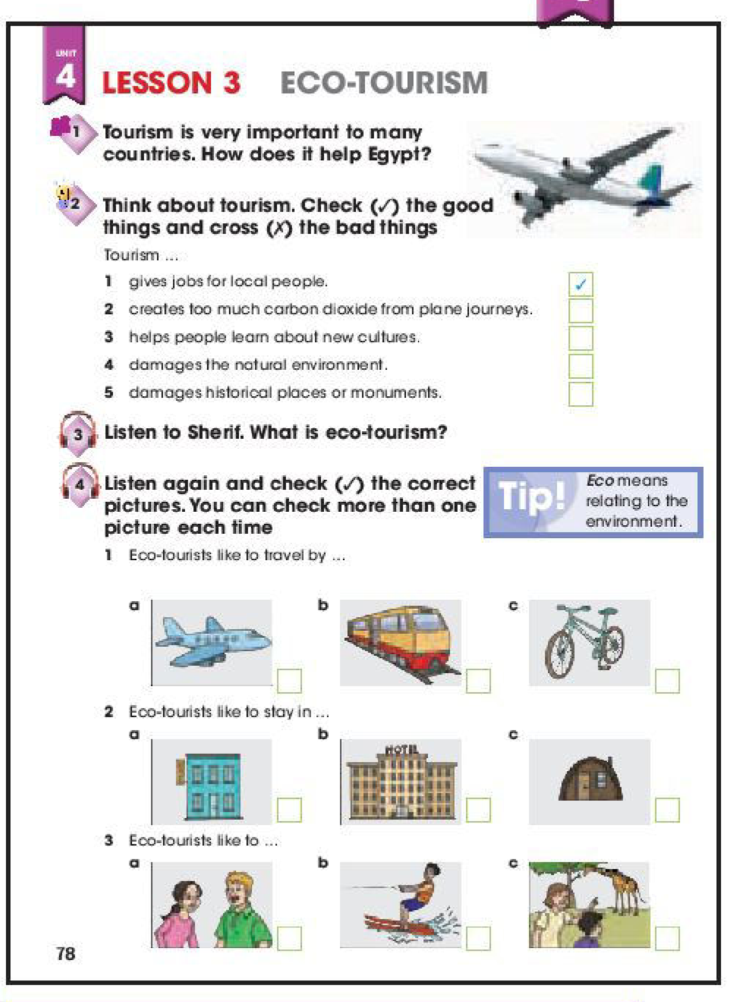
1 Read out the two definitions and give students time to read them again and choose the correct one.
2 Ask them to vote for the correct one by raising their hands.

Answer:

1

Closing

- Revise the past continuous and ask students to close their books.
- Close your eyes and say to some students, *Start doing different activities. You can sing, dance, clap hands, pretend to eat, or do any other activity.*
- Say to the other students *Pay attention to the activities.*
- Open your eyes and tell students to continue doing the activities for a few seconds.
- On the board, write, *When I opened my eyes, (Student's name) was ___.* Ask students to describe what their classmates were doing when you opened your eyes, e.g. *Youssef was dancing. Talia was eating.*
- Say *Work in small groups. Play the same game with your group.*



UNIT 4 **LESSON 3 ECO-TOURISM**

1 Tourism is very important to many countries. How does it help Egypt?

2 Think about tourism. Check (✓) the good things and cross (✗) the bad things

Tourism ...
1 gives jobs for local people. ✓
2 creates too much carbon dioxide from plane journeys.
3 helps people learn about new cultures.
4 damages the natural environment.
5 damages historical places or monuments.

3 Listen to Sherif. What is eco-tourism?

4 Listen again and check (✓) the correct pictures. You can check more than one picture each time

Tip! *Eco* means relating to the environment.

1 Eco-tourists like to travel by ...
a b c
2 Eco-tourists like to stay in ...
a b c
3 Eco-tourists like to ...
a b c

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LESSON 3 pages 78-81

Objectives:	To learn about eco-tourism To understand the pros and cons of eco-tourism To understand number sequencing To learn about the Fibonacci sequence
Vocabulary:	*eco-tourism, coral, dive, environment, hotels, wildlife, pollution, sequence, preserve*
CLIL:	Science, Math
Values:	Tolerance
Materials:	Student's Book, pages 78-81 Audio file Digital Resources Digital Worksheets Photos of holiday resorts and tourist sites

Opener

- Greet the class, then have them greet you back.
- Ask *Where do you like to go for a holiday?* Encourage students to talk about their favorite holiday destinations.
- Show them photos of resorts and tourist sites. Ask *Do you know any of these places? Which ones would you like to visit? Why?*



- Say *Imagine your perfect holiday. What is it like? Where is it?* Encourage students to share their ideas in groups or as a class discussion.

STUDENT'S BOOK page 78

1 Tourism is very important to many countries. How does it help Egypt?

1. Say *Look at page 78.*
2. Read the sentence and question aloud. Ask *How is tourism important for Egypt?*
3. Put students in pairs. Have them talk about tourism in their region and in the whole country.
4. Tell fast finishers to write a list of good things tourism brings to Egypt.
5. Go around and help students.
6. Ask some students to share their ideas with the class.

Students' own answers

2 Think about tourism. Check (✓) the good things and cross (✗) the bad things

1. Read the instructions. Ask *Are these good or bad things about tourism?*
2. Put students in pairs. Have them discuss each of the sentences and write a checkmark or a cross in front of the good or bad things.
3. Go around and help students.
4. Tell fast finishers to think of one more good thing and one more bad thing about tourism.
5. Say *Read the sentences aloud. Do you think it is a good thing about tourism?*

Answers:

1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✗

3 Listen to Sherif. What is eco-tourism?

1. Say *We're going to hear an interview with a tour guide. He works in Hurghada.*
2. Read the question and say *Listen and pay attention to Sherif.*
3. Play the recording twice.
4. Allow students some time to discuss the answer in pairs.
5. Ask a student to tell the class what eco-tourism is.

Audioscript

Presenter: *Hello, Sherif. Thank you for coming to talk to us. Sherif is a tour guide in Hurghada. Tell us about eco-tourism, please. What is it?*
Sherif: *Hello, Dalia. Eco-tourism is very exciting. It's tourism that looks after the environment and helps local people.*
Presenter: *How does it help the environment and people?*
Sherif: *Eco-tourists don't like to travel by plane because of the pollution planes cause. They travel by train, on foot, or by bike.*
Presenter: *I see. Where do they stay?*
Sherif: *They don't like big hotels. They stay in small, local hotels, or pay to stay in people's houses.*
Presenter: *What do they do when they travel?*
Sherif: *They like to learn about local wildlife projects and local culture.*
Presenter:: *Can you give me an example?*
Sherif: *Of course. Here in Egypt, we have some very nice projects in the Red Sea, preserving the coral reefs and the sea animals. Tourists come to the Red Sea and the guides tell them where they can dive and how they can be with the animals.*
Presenter: *That sounds very good! Thank you for your time, Sherif.*

Answers:

It's tourism that looks after the environment and helps local people.

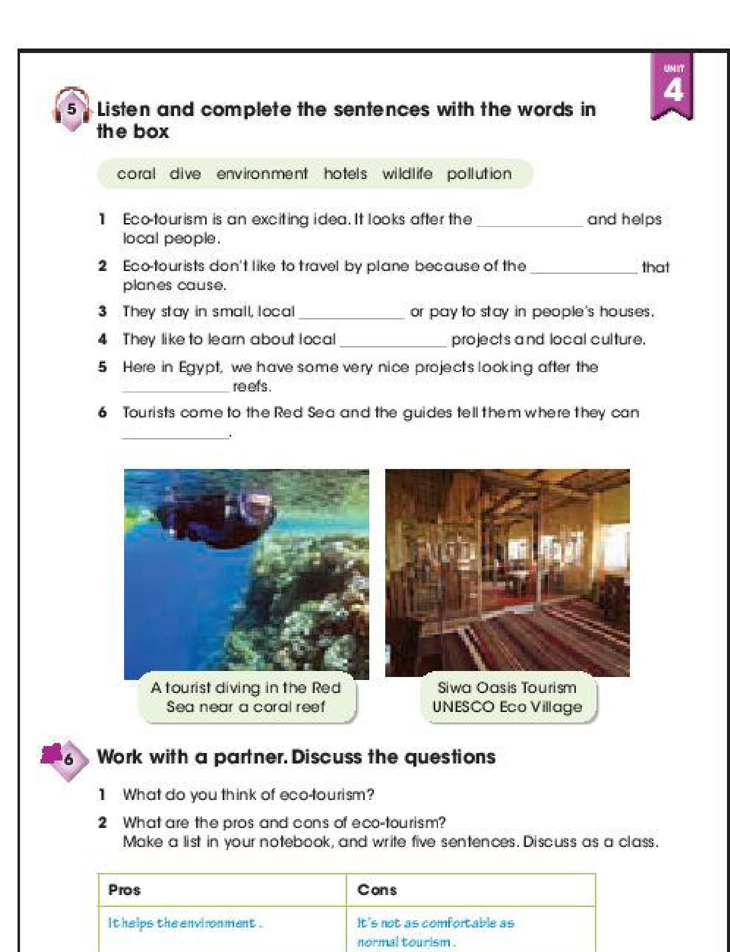
4 Listen again and check (✓) the correct pictures. You can check more than one picture each time

1. Say *Look at the pictures. What do they show?*
2. Help students to identify what the icons mean. Write the words on the board if necessary (plane/train/bicycle; house/hotel/lodge, hut; chat; water ski/see wildlife).
3. Ask different students to read the beginning of the sentences.
4. Then say *Listen again and choose your answers.* Allow time for students to write their answers.
5. Play the recording again.
6. Ask some students to read the full sentences to the class, including what the pictures represent.

Audioscript

Presenter: *Hello, Sherif. Thank you for coming to talk to us. Sherif is a tour guide in Hurghada. Tell us about eco-tourism, please. What is it?*
Sherif: *Hello, Dalia. Eco-tourism is very exciting. It's tourism that looks after the environment and helps local people.*
Presenter: *How does it help the environment and people?*
Sherif: *Eco-tourists don't like to travel by plane because of the pollution planes cause. They travel by train, on foot, or by bike.*
Presenter: *I see. Where do they stay?*
Sherif: *They don't like big hotels. They stay in small, local hotels, or pay to stay in people's houses.*
Presenter: *What do they do when they travel?*
Sherif: *They like to learn about local wildlife projects and local culture.*
Presenter: *Can you give me an example?*
Sherif: *Of course. Here in Egypt, we have some very nice projects in the Red Sea, preserving the coral reefs and the sea animals. Tourists come to the Red Sea and the guides tell them where they can dive and how they can be with the animals.*
Presenter: *That sounds very good! Thank you for your time, Sherif.*

UNIT 4



UNIT 4

5 Listen and complete the sentences with the words in the box

coral dive environment hotels wildlife pollution

1 Eco-tourism is an exciting idea. It looks after the ___________ and helps local people.
2 Eco-tourists don't like to travel by plane because of the ___________ that planes cause.
3 They stay in small, local ___________ or pay to stay in people's houses.
4 They like to learn about local ___________ projects and local culture.
5 Here in Egypt, we have some very nice projects looking after the ___________ reefs.
6 Tourists come to the Red Sea and the guides tell them where they can ___________.

A tourist diving in the Red Sea near a coral reef

Siwa Oasis Tourism UNESCO Eco Village

6 Work with a partner. Discuss the questions

1 What do you think of eco-tourism?
2 What are the pros and cons of eco-tourism?
Make a list in your notebook, and write five sentences. Discuss as a class.

Pros	Cons
It helps the environment.	It's not as comfortable as normal tourism.

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Answers:

1 b, c 2 a, c 3 a, c

STUDENT'S BOOK page 79

5 Listen and complete the sentences with the words in the box

1 Have students look at the pictures and describe what they show. Ask *Would you like to be visit these places? Which one would you choose first? Why?*
2 Read out the words in the box and check or teach their meanings and the correct pronunciation.
3 Then play the audio straight through while students follow in their books. Say *Don't write yet.*
4 Ask them to read the first sentence and choose the missing word (environment). Remind them to read to the end of the sentence before they choose the word.
5 Allow time for students to complete the task alone or in pairs. Go around and help where necessary.
6 Play the audio again for the students to check their answers.

Audioscript

Narrator: *1*
Sherif: *Eco-tourism is an exciting idea. It looks after the environment and helps local people.*
Narrator: *2*
Sherif: *Eco-tourists don't like to travel by plane because of the pollution that planes cause.*
Narrator: *3*
Sherif: *They stay in small, local hotels or pay to stay in people's houses.*
Narrator: *4*
Sherif: *They like to learn about local wildlife projects and local culture.*
Narrator: *5*
Sherif: *Here in Egypt, we have some very nice projects looking after the coral reefs.*
Narrator: *6*
Sherif: *Tourists come to the Red Sea and the guides tell them where they can dive.*

Answers:

1 environment 2 pollution 3 hotels
4 wildlife 5 coral 6 dive

6 Work with a partner. Discuss the questions

1 Read out the first question and elicit answers from around the class.
2 Write the headings *Pros* and *Cons* on the board, and ask *What are the pros and cons of eco-tourism?* Tell the students to read the examples given, and ask *Do you agree?* Then have them discuss their own ideas in pairs or small groups. Go around and offer some suggestions if necessary.
3 Tell students to write their sentences, then ask volunteers to read them to the class.

Suggested answer:

Pros: 1 It helps the environment 2 It's unusual and interesting, 3 it's educational, 4 it supports local businesses, 6 It introduces good values into people.
Cons: 1 It's not as comfortable as normal tourism
2 There are limited places you can reach without taking a plane, 3 It's less common and not as easy to find as normal tourism, 4 It is sometimes more expensive,



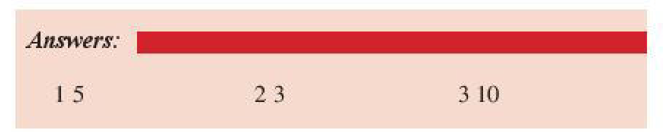
STUDENT'S BOOK page 80

Opener

- Have students look at the information box at the top of the page. Read out the first two sentences and check they understand the words *sequence* (a set of numbers in a particular order) and *work out* (calculate).
- Continue to read the rest of the text. Ask *What's the next number, after 17?* (19).
- Put students in pairs and ask them to look at Try This box. Say *Write down the next four numbers.* Go around and check, then elicit the answers (a 10 b 12 c 14 d 16)
- Have the class count in two to twenty (or higher!).

1 Write the numbers to complete the rules

1 Ask the class to chorus the first sequence. Then ask them what the rule is (add 5).
2 Have them complete the next two tasks alone and compare their answers in pairs.
3 Check answers as class and have studentds chorus sequences 2 and 3.



Answers:

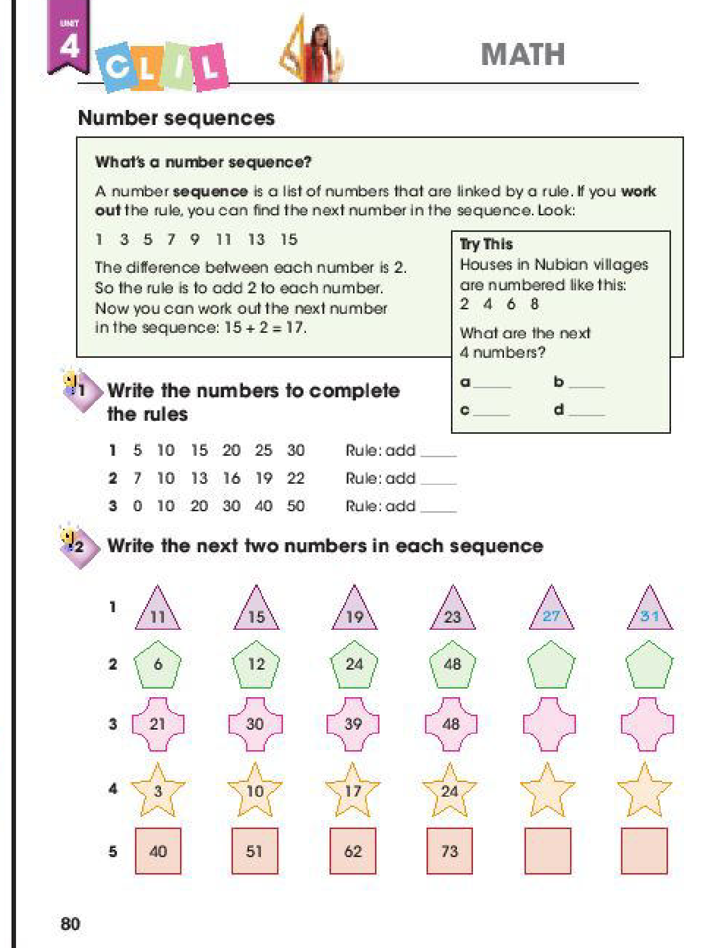
1 5   2 3   3 10

2 Write the next two numbers in each sequence

1 Have students look at the first completed sequence as the example. Ask *What's the rule?* Elicit the answer from class (add 4).
2 Tell them to complete the task alone and check in pairs. Go around and help if necessary.
3 Check the answers: have the class chant each sequence, including the last two numbers.
4 For each sequence, ask *What's the rule?*

Answers:

1 27, 31 (add 4)
2 96, 192 (multiply by 2)
3 57, 66 (add 9)
4 31, 38 (add 7)
5 84, 95 (add 11)



UNIT 4 CLIL MATH

Number sequences

What's a number sequence?

A number **sequence** is a list of numbers that are linked by a rule. If you **work out** the rule, you can find the next number in the sequence. Look:

1 3 5 7 9 11 13 15

The difference between each number is 2. So the rule is to add 2 to each number. Now you can work out the next number in the sequence: 15 + 2 = 17.

Try This
Houses in Nubian villages are numbered like this:
2 4 6 8
What are the next 4 numbers?
a ____ b ____
c ____ d ____

1 Write the numbers to complete the rules

1 5 10 15 20 25 30 Rule: add ____
2 7 10 13 16 19 22 Rule: add ____
3 0 10 20 30 40 50 Rule: add ____

2 Write the next two numbers in each sequence

1 11 15 19 23 27 31
2 6 12 24 48
3 21 30 39 48
4 3 10 17 24
5 40 51 62 73

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A number sequence can go up (= we add numbers +) or down (= we subtract numbers -):

10 12 14 16 18 20 22 24 (add 2)

24 22 20 18 16 14 12 10 (subtract 2)



Write the missing numbers in each sequence

1 85 80 75 70 65 60 **2** 25 34 ___ 52 61 ___

3 ___ 20 40 80 ___ 320 **4** 50 ___ 42 38 ___ 30

5 28 ___ 48 58 ___ 78 **6** 64 55 46 37 ___ ___



Look and read. Write the next three numbers in the Fibonacci sequence.

0 1 1 2 3 5 8 13 ___ ___ ___



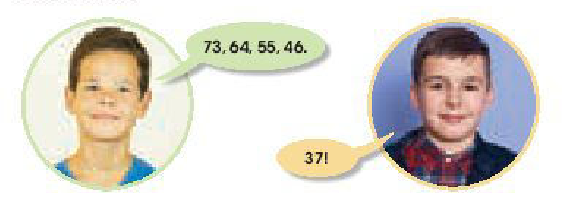
The Fibonacci sequence

Fibonacci was a famous Italian **mathematician**. He noticed a number sequence that was very useful for math and other sciences. Because he was the first to talk about this sequence, it took his name. It's called 'the Fibonacci sequence'.

In this sequence, you find the next number if you add the two previous numbers together: 0, 1, 1, 2, 3, 5, 8, 13, ...



Work with a partner. Think of a rule for a number sequence. Tell your partner four numbers. Can he/she work out the next number?



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STUDENT'S BOOK page 81

3 Write the missing numbers in each sequence

1 Have students read the information in the box at the top of the page.
2 Ask them to look at the first sequence, completed as example. Ask *What's the rule?* (add 5).
3 Put them in pairs to work out the missing numbers in the remaining sequences. Go around and help them as necessary.
4 Have volunteers read out each completed sequence.

Answers:

1 75, 60 (subtract 5)
2 43, 70 (add 9)
3 10, 160 (add the last number again)
4 46, 34 (subtract 4)
5 38, 68 (add 10)
6 28, 19 (subtract 9)

4 Look and read. Write the next three numbers in the Fibonacci sequence

1 Ask students *What is the sequence here? Why is 'five' after 'three', and not 'four'?*
2 Put students in pairs and give them a minute to discuss the possibilities.
3 Elicit answers from students.
4 Say *Now read about the Fibonacci sequence.*
5 When they have read it, ask them to look again at the question and adjust their answers.
6 Invite answers from the class. Say *Well done.*

Answers:

21, 34, 55

5 Work with a partner. Think of a rule for a number sequence. Tell your partner four numbers. Can he/she work out the next number?

1 Ask students to look at the example. Ask *What's the rule?* (subtract 9).
2 Tell them to think of their own rule and write the first four numbers of the sequence.
3 Put them in pairs. Say *Can you work out your partner's rule? Write the next number.* Go around and monitor.
4 Ask volunteers to write their sequences on the board, and have the class work out the next few numbers.

Students' own answers

Extra practice

1 Put students in pairs. Say *Write two questions about the text in your notebooks.*
2 Go around and help students.
3 Ask pairs of students to exchange notebooks with another pair so they can answer the questions they created.
4 Have students switch notebooks back for correction.
5 Ask some students to share their questions and their classmates' answers with the class.

Closing

- Ask students to close their books.
- Put students in pairs and ask them to write as many numbers from the Fibonacci sequence as they can in their notebooks.
- Say *You have three minutes to finish.*
- Ask pairs of students to share the last number from their sequence.
- Allow them to check answers or compare their sequences in groups.



LESSON 4 pages 82-85

Objectives:	To practice pronunciation of three consonants in a cluster To practice writing words with three consonants together To learn about the sounds of *scr, str* and *thr* and practice spelling words To learn about words and sounds that can be misspelled To discuss community gardening
Vocabulary:	*strawberry, string, scratch, screw, throne, throat community, messy, made friends, watered, weeds, surprise, glad*
Issue:	Citizenship
Materials:	Student's Book, pages 82-85 Audio file

Opener

- On the board, write the tongue twister *He throws three strawberries*.
- Say each word and have students repeat. Then say the whole chunk slowly and ask students to repeat as well.
- Put students in pairs and ask them to take turns trying to read the *tongue twister* (a sentence that is intended to be difficult to say because of a succession of similar consonantal sounds).
- Move around and help students.
- Do not erase the tongue twister from the board. Students will need it again at the end of the lesson.

Presentation

1 Say *Look at page 82 and read the information in the green box*.
2 Model the words for the students. Encourage students to say the words as well.
3 Say the words again and ask individual students to repeat.

STUDENT'S BOOK page 82

1 Look and say. Then listen and repeat

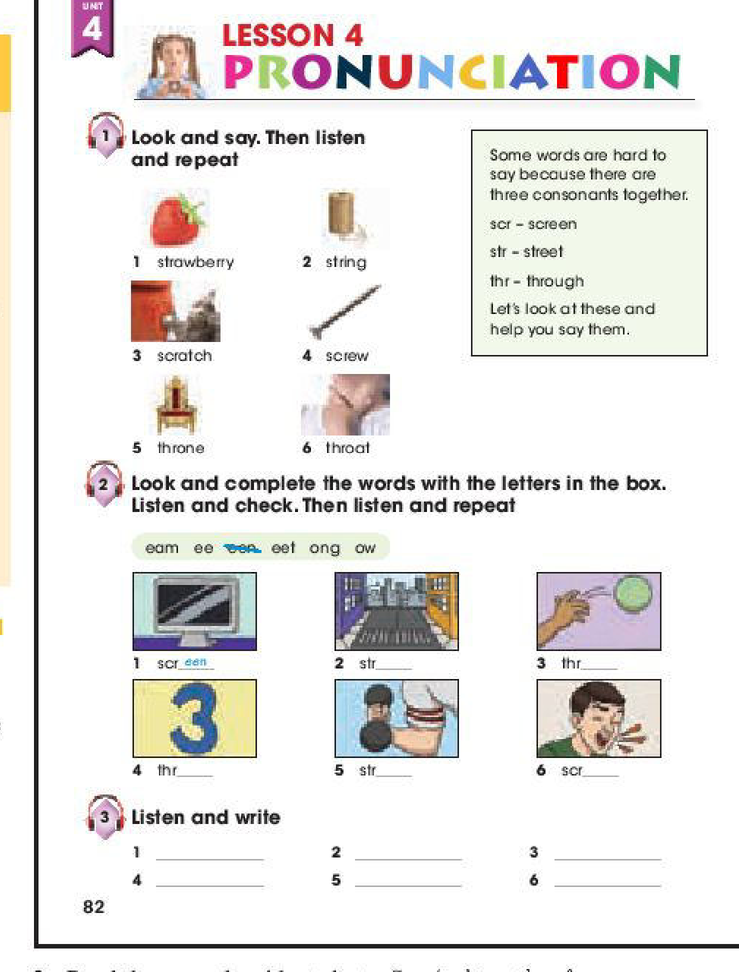
1 Say *Look at Exercise 1. What do you see?*
2 Ask students to say the words they already know.
3 Point to the words and ask students *What is it?* Encourage students to say the words.
4 Say *Listen and repeat the words*. Play the recording.
5 Ask students to say the words one more time.

Audioscript

1 strawberry	*2 string*	*3 scratch*
4 screw	*5 throne*	*6 throat*

2 Look and complete the words with the letters in the box. Listen and check. Then listen and repeat

1 Say *Look at the letters in the box. Use the letters to complete the words.*



2 Read the example with students. Say *'ee' together forms a long /i:/ sound, so we say 'screen.' Pronounce the long /i:/ slowly*
3 Instruct students to look at the pictures and try to guess the words.
4 Allow students some time to complete the exercise on their own.
5 Tell students to compare their answers in pairs.
6 Invite volunteer students to write the words on the board.

Audioscript

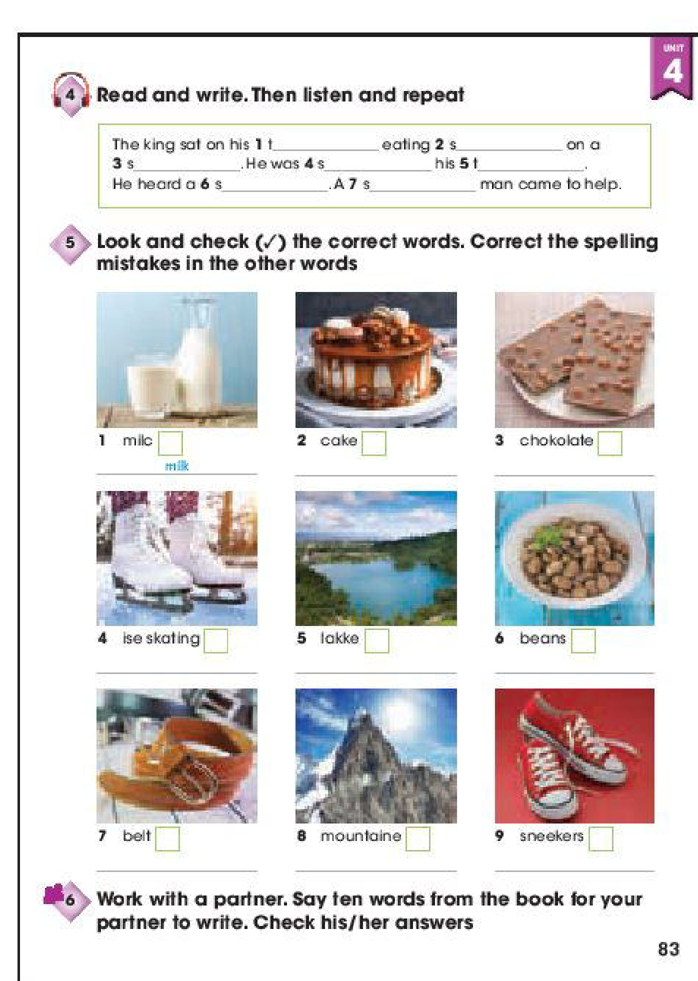
1 screen	*2 street*	*3 throw*
4 three	*5 strong*	*6 scream*

Answers:

1 screen	2 street	3 throw
4 three	5 strong	6 scream

3 Listen and write

1 Say *Listen and pay attention to the words you hear.*
2 Play the recording for students to listen once. They do not need to write yet.
3 Then say *Now listen again and write the words you hear.*
4 Play the audio again and pause after each word to allow students time to write.
5 Put fast finishers together in pairs and tell them *Take turns spelling the words.*



UNIT 4

4 Read and write. Then listen and repeat

The king sat on his 1 t__________ eating 2 s__________ on a 3 s__________. He was 4 s__________ his 5 t__________. He heard a 6 s__________. A 7 s__________ man came to help.

5 Look and check (✓) the correct words. Correct the spelling mistakes in the other words

1 milc ☐ milk
2 cake ☐
3 chokolate ☐
4 ise skating ☐
5 lakke ☐
6 beans ☐
7 belt ☐
8 mountaine ☐
9 sneekers ☐

6 Work with a partner. Say ten words from the book for your partner to write. Check his/her answers

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6 Allow students to compare their answers in pairs.
7 Ask volunteer students to say the word and spell it. Write the words on the board for students to check their spelling.

Audioscript

1 throne	*2 throw*	*3 scream*
4 string	*5 screen*	*6 strawberry*

Answers:

1 throne	2 throw	3 scream
4 string	5 screen	6 strawberry

STUDENT'S BOOK page 83

4 Read and write. Then listen and repeat

1 Point to the sentences and read them aloud, pausing before the blanks.
2 Ask *Can you guess the missing words?* Allow students some time to think of their guesses and have them write their guesses on the blanks. Do not confirm their ideas yet.
3 Then say *Listen and write the missing words.*
4 Play the audio and pause after each sentence for students to write the missing word.
5 Ask students to compare answers in pairs.
6 Ask volunteer students to say the full sentence. Then have other volunteer students spell the words.
7 Finally, play the audio again for the class to repeat the sentences.

Audioscript

The king sat on his throne eating strawberries on a string.
He was scratching his throat.
He heard a scream.
The strong man came to help.

Answers:

1 throne	2 strawberries	3 string
4 scratching	5 throat	6 scream
7 strong		

5 Look and check (✓) the correct words. Correct the spelling mistakes in the other words

1 Say *Look at exercise 5.* Show students that some letters are pronounced differently, for example, the letter *c* is pronounced /k/ as in ch<u>o</u>colate, and /s/ as in i<u>c</u>e.
2 Point to the words and ask *Are all of these words correct?*
3 Tell students *Correct the words that are incorrect and check the correct ones.*
4 Allow them some time to do the activity.
5 Ask fast finishers to help their classmates.
6 Ask volunteer students to spell the incorrect words to the class, and then write the words on the board.

Answers:

1 milk	2 ✓	3 chocolate
4 ice skating	5 lake	6 ✓
7 ✓	8 mountain	9 sneakers

6 Work with a partner. Say ten words from the book for your partner to write. Check his/her answers

1 Say *Look at units 1 to 4 and find ten words. Write these words in your notebook, but don't show them to your classmates.*
2 Put students in pairs and explain the activity. Say *Now say the words for your partner to write.*
3 Have students take turns saying the words for their partner and writing their partner's words.
4 Go around and help with the spelling as needed.
5 Check answers with the class. Ask a few volunteer students to say three or four of their partner's words aloud, also spelling them.

Students' own answers

Extra practice

1 If time allows, have learners do the dictation activity again, but this time with short sentences instead of single words. They can take turns writing three or four sentences and dictating them to their partners.



STUDENT'S BOOK page 84

7  Listen and read. How does Maged feel at the end? Why?

1 On the board, write the words *tolerance* and *citizenship*.
2 Ask students to look up the meaning of the words in pairs (tolerance = accepting other people's opinions and behavior, citizenship = acting responsibly in the place that you live).
3 Call a volunteer student to write the meanings on the board.
4 Then say *Turn to page 84. Listen and read the text.*
5 Play the recording and tell students to follow in their books.
6 Read the questions and say *Find the answer in the text.*
7 Discuss the answer with the class.

Audioscript

Maged and the community garden
Maged's mom invited him to go to the community garden with her. At first, he didn't like it. It was dirty and messy, and he thought he didn't like plants. But Maged is a kind boy and he went to help his mom.
Together, they worked in their part of the garden. They dug the soil. He and his mom planted their vegetable and fruit seeds.
He made friends with the other people at the community garden. After working in the garden, Maged and his new friends sometimes went to play football in the park.
He remembered what he learned about looking after plants at school. He watered the plants every day to keep them healthy. He took out the weeds – the harmful plants. He made sure the plants got lots of sunshine to help them grow.
He started to love the garden and was very happy to go there every day. It was so great to see the plants get bigger and bigger. Every day there was a surprise, with a new tomato or some new beans.
When all the fruit and vegetables were ready, the best thing was picking everything. Maged and his mom took the beans, tomatoes, and strawberries to the people in the community – the older people and the people who were ill. They were so happy to receive all the delicious food and Maged felt very glad.
Now Maged loves the garden and teaches others about growing plants.

Answer:

He feels very happy because he produces something for other people, and he wants to help his community



I HELP MY COMMUNITY

 **Listen and read. How does Maged feel at the end? Why?**

Maged and the community garden

Maged's mom invited him to go to the **community** garden with her. At first, he didn't like it. It was dirty and **messy**, and he thought he didn't like plants. But Maged is a kind boy and he went to help his mom.



Together, they worked in their part of the garden. They dug the soil. He and his mom planted their vegetable and fruit seeds.

He **made friends** with the other people at the community garden. After working in the garden, Maged and his new friends sometimes went to play football in the park.

He remembered what he learned about looking after plants at school. He **watered** the plants every day to keep them healthy. He took out the **weeds** – the harmful plants. He made sure the plants got lots of sunshine to help them grow.

He started to love the garden and was very happy to go there every day. It was so great to see the plants get bigger and bigger. Every day there was a **surprise**, with a new tomato or some new beans.

When all the fruit and vegetables were ready, the best thing was picking everything. Maged and his mom took the beans, tomatoes, and strawberries to the people in the community – the older people and the people who were ill. They were so happy to receive all the delicious food and Maged felt very **glad**.

Now Maged loves the garden and teaches others about growing plants.

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UNIT 4

 **Read again and answer *T* (True) or *F* (False)**

1 Maged had an idea to take part in the community garden. F
2 He helped his mom in the garden.
3 He planted flowers in the garden.
4 He made some new friends at the community garden.
5 He enjoyed growing things in the garden.
6 When all the fruit and vegetables were ready, he gave them to his family.



 **Work with a partner. Discuss questions 1-4, then rewrite the story in your own words. Write 30-40 words in your notebook**

1 Re-tell the story about Maged and the community garden together. Do you like the story? Why?
2 Would you like to take part in a community garden project?
3 Why do you think the community garden is good for the community?
4 Why is it good to eat food from a community garden?

85

STUDENT'S BOOK page 85

8 Read again and answer *T* (True) or *F* (False)

1 Say *Turn to page 85. Read the sentences and read the text again. Are the sentences true or false?*
2 Tell students *Read the text again and look for the information in the sentences.*
3 Allow students some time to find the answers. Ask students to check their answers in pairs.
4 Check answers as a class.
5 Ask some students to read the sentences aloud and say if they are true or false. Ask the class to correct the false sentences.

Answers:

1 F – His mom had the idea.
2 T
3 F – He planted fruit and vegetables.
4 T
5 T
6 F – He gave them to people in the community.

Extra practice

1 Put students in pairs. Say *Write two true or false sentences about the text in your notebook.*
2 Move around and help students.
3 Tell them to switch notebooks with another pair.
4 Ask students to see if their classmates' sentences are true or false.
5 Have pairs of students switch notebooks back and check if their classmates' answers are correct.

9 Work with a partner. Discuss the questions. 1-4, then rewrite the story in your own words. Write 30–40 words in your notebook

1 Put students in pairs. Write on the board *Are you a good citizen?* Make sure students understand what a good citizen should do. Brainstorm ideas with the class (a good citizen should/shouldn't…). Elicit examples from the class.
2 Instruct them to re-tell the story in their own words and say what they think of it.
3 Allow students some time to do this first part. Encourage them to focus on the three phases of the story: the beginning (Maged at the community garden); the middle (Maged and his mom plant some vegetable and fruit); and the end (Maged and his mom take the fruits and vegetables to people in their community).
4 Read the other three questions and ask students to discuss them with their partners.
5 Go around and help students.
6 Invite some students to share their answers to the questions.
7 Tell students to close their books. Ask students to write the story in their own words (30-40 words). Let them work in pairs. Remind students to focus on the three phases of the story as they write down their summaries. Go around and help as needed.

Students' own answers

Extra practice

1 Arrange students into groups.
2 Say *Think of a location in our town/city for a community garden. Then discuss the questions on the board.*
3 On the board, write the following questions: *Why is it a good location? Can we have a big garden? What can we plant there?*
4 Move around monitor their discussions and help as needed.

Closing

- Refer students to the tongue twister on the board (the same used at the beginning of the lesson).
- Put students in pairs again and have them practice saying it one more time, trying to perfect their pronunciation each time.
- Go around and help students with pronunciation.
- If time allows, propose a new tongue twister and write it on the board, e.g., *He feels a scratch on the throat when he screams.*



LESSON 5 pages 86-87

Objectives:	To learn about eco-tourism in Egypt To identify key information in a text To discuss ideas for an eco-resort To differentiate fact and opinion adjectives To understand a flyer on an eco-resort in Egypt
Vocabulary:	wildlife, hiking, eco-lodges
Materials:	Student's Book, pages 86-87 Some photos of different places in Taba, Egypt

Opener

- Greet students and have them greet you back.
- Show them the photos you brought to class, but do not tell them where it is.
- Ask *Do you know this place? Where is it? What can you see in this photo?*
- Have volunteer students answer the questions or guess. Encourage them to use the chunk *I think (it's)…*

STUDENT'S BOOK page 86

1 Look and read. Why is Taba good for eco-tourism?

1 Remind students of what 'eco' means (in relation to the environment).
2 Put students in pairs and ask *What do you know about Taba?*
3 Hold a class discussion for few minutes. Monitor and help students with language.
4 Invite some students to tell the class what they already know.
5 Say *Do you know that Taba is an eco-resort? Do you know what an eco-resort is?* (A place which is usually built using materials that are good for the environment, such as a combination of clay, sand, and straw; and the dining and entertainment activities focus on the preservation of Earth's environment and living ecosystems form within these environments.
6 Then say *Look at page 86. Read the text.*
7 Allow students some time to read. Then read the question and say *Find the answer in the text.*
8 Tell students *Discuss the answer in pairs.*
9 Ask a student to say the answer aloud.

Answer:

Because it offers everything – wildlife, beautiful landscapes, activities, history, culture, and welcoming people.



LESSON 5 TABA: MY FAVORITE ECO-RESORT

1 Look and read. Why is Taba good for eco-tourism?

Eco-tourism in Egypt

Taba is an excellent example of a part of Egypt where eco-tourism works well. You can find valleys, mountains, desert, and the sea there.

You can find fantastic **wildlife** in Taba, like the Nubian ibex and rare birds. This is very good for the eco-tourists because they can go and enjoy the environment.

The local people are very friendly, so the eco-tourists can have a meal with them or talk to them about their culture.

If you like history, there is lots in Taba. There's *Nawamis*, a village of round, very old buildings. They are fascinating!

Eco-tourists in Taba can enjoy diving, **hiking**, and camping. They can stay in camps and **eco-lodges**.

You can find everything in Taba for a great holiday!

Camp in Sinai, Egypt

Nawamis Structure – Sinai, Egypt

2 Read again and complete the table

Where?	Taba, Egypt
Wildlife	
Places to visit	
Activities for eco-tourists	

86

2 Read again and complete the table

1 Say *Look at Exercise 2. This is a table. The information is not complete.*
2 Tell students to use the information in the text to complete the text file.
3 Allow students some time to do the activity.
4 Move around and help them as needed.
5 Ask different students to read aloud information in the fact file. Write the answers on the board.

Answers:

Where: Taba, Egypt
Wildlife: Nubian ibex, rare birds
Places to visit: Nawamis
Activities for eco-tourists: diving, hiking, camping

Extra practice

1 Show students the photos you brought to class and ask them if they can identify any of the information in the fact file in the photos. Do this as a whole class.



Work with a partner. Follow the instructions

1 Find the adjectives in the box in the text. Are they giving facts or showing the writer's opinion?

excellent fascinating fantastic

2 Now find three more adjectives in the text that do the same thing.

4 Look at the flyer advertising the eco-holiday in Taba. Answer the questions

1 Where is the main heading? How do you know?
2 How many sub-headings are there? What are they?
3 Would you like to stay there? Why / Why not?



87

STUDENT'S BOOK page 87

3 Work with a partner. Follow the instructions

1 Revise the function of an adjective (to describe the noun and provide more details about an object's color, size, etc.)
2 Put students in pairs and read the questions. Say *Circle these adjectives in the text*.
3 Ask students *Do the adjectives describe someone's opinion or a fact*? Elicit the answer from students (opinion).
4 Ask students to find three more adjectives in the text that describe an opinion (excellent, fantastic, fascinating).
5 Discuss with students the difference between the adjectives:
- Opinion: it shows what someone thinks of a person, place, thing, situation, etc.
- Fact: it shows a characteristic anyone can see.
6 Check answers as a class.
7 Ask volunteer students to say an adjective and categorize it into fact or opinion.

Answers:

They are showing the writer's opinion.
Three more adjectives: very good, very friendly, great.

4 Look at the flyer advertising the eco-holiday in Taba. Answer the questions

1 Make sure students understand what a flyer is (a small sheet of paper that is used to advertise an event, product, or service).
2 Say *Look at the flyer. What's it about?* (It's about eco-tourism in Egypt.)
3 Read the questions with students and help them understand any questions they may have.
4 Say *Read the flyer and answer the questions*.
5 Allow students some time to read and answer the questions.
6 Ask fast finishers to help other students.
7 Ask students to read a question and an answer aloud. Help students elicit the components of a flyer: the main heading, sub-headings, and graphics or pictures.

Answers:

1 Perfect eco-tourism in Egypt. It's in the biggest letters.
2 Five: Enjoy the wildlife, Enjoy the local culture, Meet the local people, Stay in our comfortable huts, Take part in exciting activities
3 Students' own answers

Closing

- Tell students to close their books.
- Put students in groups and have them brainstorm everything they remember about Taba, and make notes.
- Tell them to imagine they are travel agents, and to prepare a short presentation about Taba.
- Go around and help students.
- Ask groups to give their presentations to the class. Which group are the best travel agents?
- Say *Well done*.



LESSON 6 pages 88-89

Objectives:	To research eco-destinations and create a flyer To present their flyers to the class and discuss them To review language learned in the unit To self-assess their progress
Materials:	Student's Book, pages 88-89 Large sheets of paper and drawing materials Coloring pencils and markers Access to the internet

Opener

- Greet students and have them greet you back.
- Say *Let's mime!* Use gestures to convey the meaning of *mime*.
- On the board, write the list of words from the previous lesson: *camping, diving, hiking, excellent, beautiful, exciting, fantastic, fascinating, friendly, good, old.*
- Ask students to say the words.
- Next, put them in pairs. Tell them to take turns choosing a word and miming it for their classmate to guess.
- Move around and monitor their interactions.

STUDENT'S BOOK page 88

Extra practice

1 Before you start, ask students to think of what catches their attention in a flyer. Discuss ideas such as the layout, the amount of text, the organization of the elements, the colors, etc.

1 Read and do

1 Say *Look at page 88. What can you see?* (A flyer.)
2 Put students into groups and distribute the materials.
3 Say *Choose an eco-destination. It can be in Egypt or another country.* Ask *What's an eco-destination?* and elicit answers from students.
4 Refer students to the *Tip!* box and ask one of the students to read it aloud. Explain the meaning of eco-destination.
5 Work with the whole class to revise the components of a flyer (main heading; sub-headings; interesting, eye-catching graphics; and relevant text).
6 Read the instructions and allow students some time to work together.
7 Monitor and make sure all students in a group are engaged in the activity.
8 Go around and check their texts. Provide help as needed.

Students' own answers

2 Show your flyer to the class

1 Say *It's time to show your flyers to your classmates.*
2 Keep students in the same groups as Exercise 1 and give them some time to walk around and show their flyers to their classmates.





Tip! An eco-destination is a place you are going to which is good for the environment. This is because people there look after the environment.



1 Work in groups. Choose an eco-destination. It can be in Egypt or another country. Then plan a flyer about it.
2 Decide who will find the photos or draw the pictures.
3 Start making your flyer. Put in your main heading and your sub-headings, and see how it looks.
4 Use the flyer on page 87 to help you.
5 Check your text with your teacher before you write it on your flyer.




Show your flyer to the class


Discuss

Talk to your classmates about their flyers. Tell them what you like. Tell them what you learned from their flyers.

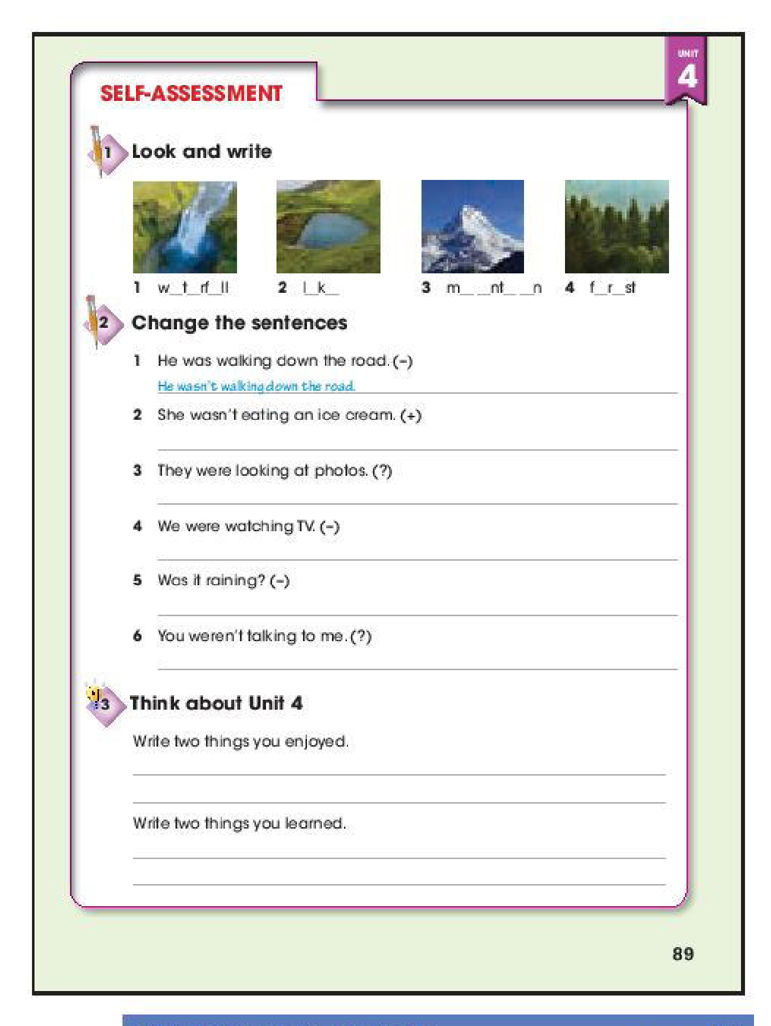
88

3 Before they begin, you may model how to present their flyers: *This is the heading. These are the activities. These are the places to visit*, etc.
4 Tell students to ask other groups questions about their flyers.
5 Move around and help groups.

3 Discuss

1 Encourage students to comment on other people's flyers. What do they especially like? How could it be even better?
2 You could have a class vote for the best flyer(s).

Students' own answers


UNIT 4

SELF-ASSESSMENT

1 Look and write

1 w_t_rf_ll 2 l_k_ 3 m__nt__n 4 f_r_st

2 Change the sentences

1 He was walking down the road. (–)
He wasn't walking down the road.
2 She wasn't eating an ice cream. (+)
3 They were looking at photos. (?)
4 We were watching TV. (–)
5 Was it raining? (–)
6 You weren't talking to me. (?)

3 Think about Unit 4

Write two things you enjoyed.

Write two things you learned.

89

STUDENT'S BOOK page 89

Self-Assessment

1 Look and write

1 Say *Look at the pictures and complete the words with the missing letters.*
2 Allow students some time to check the answers by looking back through the unit.
3 Check answers as class. Write down the words on the board for students to check the correct spelling.

Answers:

1 waterfall	2 lake
3 mountain	4 forest

2 Change the sentences

1 Say *Look at the sentences. What signs can you see?* Elicit answers from students. *Explain the meaning of signs:*
(-) negative
(+) affirmative
(?) interrogative
2 Help students identify the affirmative, negative, and interrogative signs.
3 Allow them some time to rewrite the sentences, changing them into the form shown in parentheses.
4 Ask individual students to read aloud one sentence each.

Answers:

1 He wasn't walking down the road.
2 She was eating ice cream.
3 Were they looking at photos?
4 We weren't watching TV.
5 It wasn't raining.
6 Were you talking to me?

3 Think about Unit 4

1 Say *Think about what you learned in Unit 4. Look back through the unit to remind yourselves of what you learned.*
2 Say *Write two things you enjoyed about Unit 4 and two things you learned.*
3 Monitor and help with spelling.
4 Students can share their answers in small groups.
5 Ask students to read out their sentences to the class.

Students' own answers

Closing

- Have a whole-class discussion with the class.
- Ask *How can we promote eco-tourism in our country?*
- Write an idea on the board and have students come up with ideas of their own, e.g. *Post beautiful photos on the internet. Talk to tourists. Help tourists. Say good things about the places. Take care of all the places. Keep eco-tourism locations clean.*

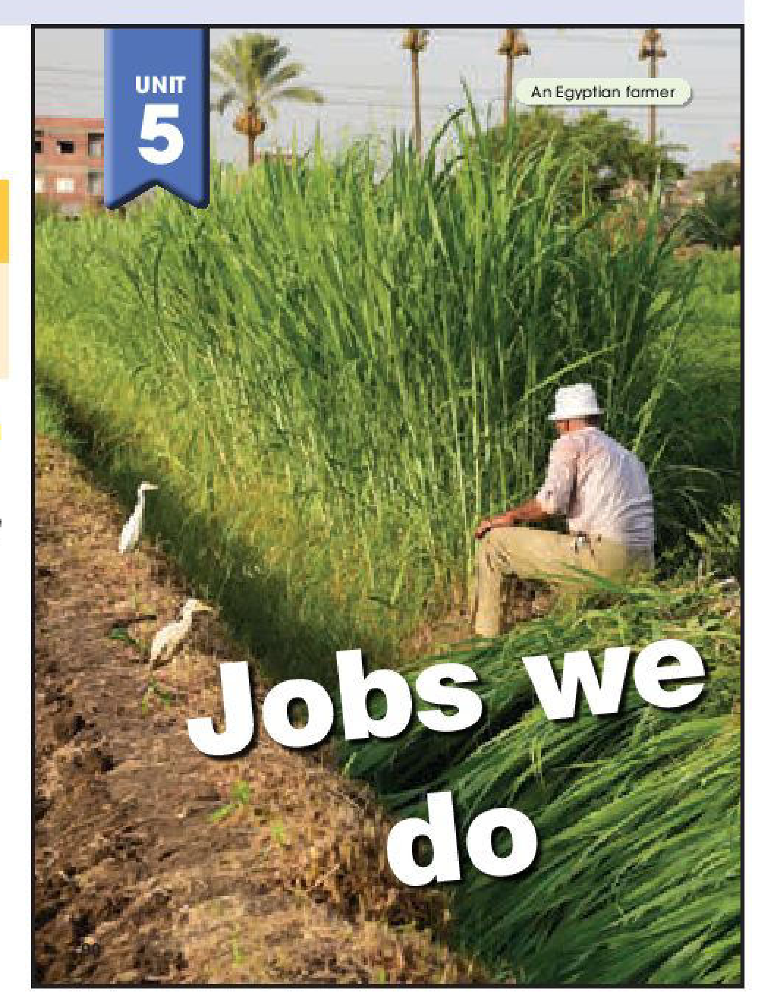


Introduction pages 90-91

Objectives	To introduce the topic of jobs
Materials	Student's Book pages 90 - 91

Opener

- Greet students and write dashes on the board for the word *jobs*. Ask them to guess the letters to complete the word. Elicit some jobs from students. Include the jobs in the *Hello!* game as below.
- Play the *Hello!* game (Games bank, page 162). Say *Hello! I'm (your name), I am a teacher*. Roll the ball to a student and ask them to say their name and the job they've chosen. Then roll the ball to another student and continue playing the game.







In this unit I will ...

- listen, read, research, and write about different types of jobs in Ancient Egypt.
- understand ecosystems.
- learn about jobs in tourism.
- practice using the present simple to talk about routines.
- practice using *must* to talk about obligation.
- understand and discuss a traditional tale.
- learn to say words with diphthongs.
- understand pie charts.
- write about the pros and cons of different jobs.
- make a poster about teamwork.



Look, discuss, and share

Look at the photo. What is the man's job? Would you like to do this job?



Did you know?

More than 25% of people in Egypt work in farming.

Farming brings a lot of **income** to Egypt.



Find out

What other jobs are popular in Egypt? Share your answers with your partner.

91

STUDENT'S BOOK pages 90-91



Look, discuss, and share

1 Say *Look at the big photo on pages 90 and 91. Work with your partner and talk together about what you can see in it.*
2 Move around and help with vocabulary and pronunciation as necessary.
3 Discuss answers together as a class.
4 Say *What is the man's job? (He's a farmer). What does he do? (He plants crops). Is he important to us? (Yes). Why? (Because he plants the food we eat)*
5 Ask students if they would like to do this job. Encourage them to give reasons.

Answers:

He's a farmer.
Students' own answers



Did you know?

1 Read the *Did you know?* section to the class. Explain or elicit the meaning of *income* (money you earn or receive).
2 Ask questions, e.g., *Do you know any farmers? Do you live near a farm? What do they grow? What animals live there?*



Find out

1 Read out the question and elicit some initial ideas. Ask *What job do you want to do?*
2 Put students in small groups and tell them to discuss together.
3 Ask them to research on the internet at home or ask their family and write them down for the next lesson. Say *Find or draw pictures of some other jobs and write their names.*

Suggested answer:

farming, tourism, medicine, dentistry, engineering

Closing

- Focus students' attention on *In this unit I will..* and ask them to read through the objectives with the class. Explain any new words.
- Put students in small groups. Say *Read the objectives together. Which objective is the most interesting? What vocabulary do you think you will learn?*
- Elicit some of the students' ideas.



LESSON 1 pages 92-93

Objectives:	To listen to and read a text about jobs in Ancient Egypt To learn words related to Ancient Egypt To talk about future jobs To write about different jobs
Vocabulary:	*economy, craftsmen, skillful, scribes, hieroglyphs, grains*
Language:	Everyone had a job. Most people worked as farmers. They used to weave beautiful clothes. They could work outside.
Values:	love of work
Materials:	Student's Book pages 92-93 Audio files Pictures of artifacts from Ancient Egypt

Opener

- Greet the class and ask them to greet each other in small groups.
- Remind students of the *Find out* section from the previous lesson. Ask *What other jobs are popular in Egypt?* Have students share what they found out with the class. Say *Well done.*

Presentation

1 Show pictures of artifacts from Ancient Egypt. Ask questions about them, e.g., *What's this? Where do you think it's from? How was it made? What's it for?*
2 Say *We're going to learn about jobs in Ancient Egypt. Can you guess some of the jobs we'll read about?*
3 Have students discuss answers in pairs or groups, then bring the class back together.
4 Ask students to share their ideas. Write good suggestions on the board.

Suggested answer:

teachers, artists, builders.

STUDENT'S BOOK page 92

1 Listen and read. Why couldn't many people work as scribes?

1 Say *Look at the picture on page 92.* Read out the caption and remind students of the meaning of BCE (Before the Common Era). Remind them how to count backward from 0 for BCE dates.
2 You could have students work out approximately how many years ago Hatshepsut lived (approximately 3500 years ago).
3 Play the audio and tell students to listen while they follow in their books.
4 Read out the question and elicit the answer. Encourage them to use the context to guess new words before they ask you.



UNIT 5

LESSON 1 JOBS IN ANCIENT EGYPT

1 Listen and read. Why couldn't many people work as scribes?

Jobs in Ancient Egypt

People in Ancient Egypt worked very hard. Everyone had a job. They could work as fishermen, bakers, doctors, and traders. But most people worked as farmers. Farmers were very important for Ancient Egypt's **economy**. They worked in fields which were near their homes. They planted crops, usually **grains** like wheat, corn, and flax. They grew vegetables and fruits, too.

Temple of Hatshepsut, female ruler of Egypt, c. 1473-1458 BCE

Ancient Egyptian **craftsmen** were very good too. They made beautiful paintings and beautiful gold jewelry and sculptures. They used to weave beautiful clothes and make colorful cooking pots. The craftspeople were **skillful** and everybody in the community respected them. Fewer people worked as **scribes**. Scribes knew how to read and write well. Egyptian writing was not easy to learn. Scribes spent many years learning **hieroglyphs**, and this was very expensive.

Ancient Egyptian women worked at home and could work outside, too. Women cooked meals, cleaned the house, and took care of their children. Women could weave baskets, bake bread, and make sandals, and they could sell them at the market as well. They could even become pharaohs. One famous queen in Ancient Egypt was Hatshepsut.

Everyone in Ancient Egypt knew that work was important for life, so the Ancient Egyptians were very successful!

2 Listen again and write *T* (True) or *F* (False)

1 Everyone in Ancient Egypt could become a scribe. ....
2 Craftspeople were respected in Ancient Egypt. ....
3 Women worked at home only. ....
4 Farmers could plant fruit, vegetables, and grains. ....
5 There were very few jobs in Ancient Egypt. ....

92

Audioscript

*People in Ancient Egypt worked very hard. Everyone had a job. They could work as fishermen, bakers, doctors, and traders. But most people worked as farmers. Farmers were very important for Ancient Egypt's **economy**. They worked in fields which were near their homes. They planted crops, usually **grains** like wheat, corn, and flax. They grew vegetables and fruits, too.*

*Ancient Egyptian **craftsmen** were very good too. They made beautiful paintings and beautiful gold jewelry and sculptures. They used to weave beautiful clothes and make colorful cooking pots. The craftspeople were **skillful** and everybody in the community respected them. Fewer people worked as **scribes**. Scribes knew how to read and write well. Egyptian writing was not easy to learn. Scribes spent many years learning **hieroglyphs**, and this was very expensive.*

Ancient Egyptian women worked at home and could work outside, too. Women cooked meals, cleaned the house, and took care of their children. Women could weave baskets, bake bread, and make sandals, and they could sell them at the market as well. They could even become pharaohs. One famous queen in Ancient Egypt was Hatshepsut.

Everyone in Ancient Egypt knew that work was important for life, so the Ancient Egyptians were very successful!

UNIT 5

3 Listen and repeat. Then match the words to their descriptions

doctor craftsman trader ~~scribe~~ hieroglyphs

1 ___scribe___ People with this job were very important in Ancient Egypt. They could write everything down. They kept **records** and lists for important things.

2 __________ People who did this job traveled up and down the Nile. They bought and sold things like gold, wood, linen, and grains.

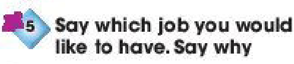
3 __________ If you were good at making things, this was a good job for you. People with this job made things from clay, wood, and gold.

4 __________ A system of writing which consisted of about 500 signs, written in rows and columns. People used it in Ancient Egypt.

5 __________ Both men and women could do this job, too. You had to go to medical school to have this job. You had to look after people who were ill and make medicine.







6 Look at these jobs. Choose one and write 2-3 descriptions, like the ones in Exercise 3

fisherman farmer teacher



Find out

What other jobs did people in Ancient Egypt do?

93

Answer:

Scribes knew how to read and write. This was difficult and expensive to learn.

2 Listen again and write *T* (True) or *F* (False)

1 Read the first sentence aloud. Ask *Is this True or False?* Elicit the correct answer (False) and say *Well done! It's false. Write F.* Then ask the class to say the correct sentence.
2 Continue the Exercise as a class activity, or put students in pairs to work together. Remind them to look back at the text to find the answers.
3 Ask different students to read out each sentence and say *True or False*. Ask *Where did you find the answer?* and have them read out or point to the relevant part of the text. Elicit the corrected answers for false sentences.

Audioscript

People in Ancient Egypt worked very hard. Everyone had a job. They could work as fishermen, bakers, doctors, and traders. But most people worked as farmers. Farmers were very important for Ancient Egypt's economy. They worked in fields which were near their homes. They planted crops, usually grains like wheat, corn, and flax. They grew vegetables and fruits, too.

Ancient Egyptian craftsmen were very good too. They made beautiful paintings and beautiful gold jewelry and sculptures. They used to weave beautiful clothes and make colorful cooking pots. The craftspeople were skillful and everybody in the community respected them. Fewer people worked as scribes. Scribes knew how to read and write well. Egyptian writing was not easy to learn. Scribes spent many years learning hieroglyphs, and this was very expensive.

Ancient Egyptian women worked at home and could work outside, too. Women cooked meals, cleaned the house, and took care of their children. Women could weave baskets, bake bread, and make sandals, and they could sell them at the market as well. They could even become pharaohs. One famous queen in Ancient Egypt was Hatshepsut.

Everyone in Ancient Egypt knew that work was important for life, so the Ancient Egyptians were very successful!

Answers:

1 F, Fewer people worked as scribes.
2 T, everybody in the community respected them.
3 F, women could work outside, too.
4 T, farmers planted crops.
5 F, everyone had a job.

STUDENT'S BOOK page 93

3 Listen and repeat. Then match the words to their descriptions

1 Say *Look at the text on page 92 again*. Allow students enough time to read the text again quickly.
2 Say *Look at the words in the box*. Play the audio and encourage students to repeat each word. Remind them that all these words are in the text.
3 Say *Now look at number 1*. Allow time for them to study the question and example answer, and check they understand the task.
4 Go around and help as necessary.

Audioscript

doctor
trader
hieroglyphs
craftsman
scribe

Answers:

1 scribe 2 trader 3 craftsman
4 hieroglyphs 5 doctor

4 Now listen and check

1 Play the audio and tell students to check their answers.
2 If necessary, have them find the words in the text once more.
3 Ask different students to read out each job description.

Audioscript

Narrator: *1*
Speaker: *scribe*
People with this job were very important in Ancient Egypt. They could write everything down. They kept records and lists for important things.
Narrator: *2*
Speaker: *trader*
People who did this job traveled up and down the Nile. They bought and sold things like gold, wood, linen, and grains.
Narrator: *3*
Speaker: *craftsman*
If you were good at making things, this was a good job for you. People with this job made things from clay, wood, and gold.
Narrator: *4*
Speaker: *hieroglyphs*
A system of writing which consisted of about 500 signs, written in rows and columns. People used it in Ancient Egypt.
Narrator: *5*
Speaker: *doctor*
Both men and women could do this job, too. You had to go to medical school to have this job. You had to look after people who were ill and make medicine.

Answers:

1 scribe	2 trader	3 craftsman
4 hieroglyphs	5 doctor	

5 Say which job you would like to have. Say why

1 Say *Think about jobs in Ancient Egypt. Which one would you like? Why?* Tell students to work in small groups. Go around and provide support as necessary.
2 Elicit students' ideas and write them on the board. For each job, ask *What are the pros and cons of this job?*
3 Encourage class discussion. Hold a class vote for the most popular job.

Students' own answers

6 Look at these jobs. Choose one and write 2-3 descriptions, like the ones in Exercise 3

1 Put students in pairs or small groups. Point to each pair or group in turn and say *fisherman, farmer*, or *teacher*.
2 Ask each groups to brainstorm job descriptions for the job you gave them. Go around and suggest ideas where necessary.
3 Encourage students to share their ideas with the class. Praise good effort.
4 Tell students to choose one of the jobs and write two or three sentences describing it.
5 Move around and help if necessary. Then ask different students to read out their sentences to the class.

Suggested answer:

Fisherman - In this job people catch fish from seas and rivers for people to eat. Some fishermen have boats and other fishermen stay on the banks of the river or on beaches.
Farmer – People who do this job grow crops like grain, fruit, and vegetables. Some farmers use animals and other farmers use machines to work the land.
Teacher – People who do this job help others learn a new skill or remember information. Some teachers work in a school or a university.

Extra Practice

1 Ask students to choose one of the jobs from this lesson. Tell them to prepare a few sentences describing what they do, e.g. *I make things with my hands/ I look after ill people/ I write things down.*
2 Tell students to work in small groups. Have them take turns to say what they do, and the others guess their job.



Find out

1 Ask students to research on the internet at home or ask their family *What other jobs did people in Ancient Egypt do?*
2 Tell them to write down their findings for the next lesson.

Suggested answer:

bakers, soldiers, hunters.

Closing

- Ask students to close their books.
- Mime a job from this lesson. Encourage students to guess the job.
- Place students into groups of five or six. Say *Take turns miming jobs. Everyone tries to guess the job.*





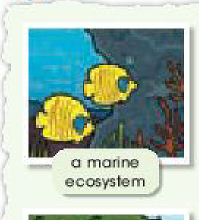
Ecosystems



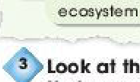
1 Think and say

Think about the Nile River. It is the most important source of fresh water in Egypt. A lot of plants and animals live near or in the river. Name as many plants and animals that live in or near the river as you can.

2 Listen, read, and look. Are all ecosystems the same?



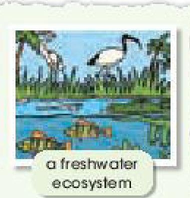
a marine ecosystem



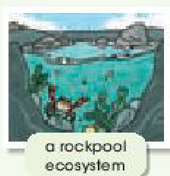
a desert ecosystem

What is an ecosystem?

Everything in the natural world is connected. This connection between **living** and **non-living** things is called an **ecosystem**. Ecosystems can be small, like a **rockpool**, or they can be very big, like the Amazon rainforest. The living things in a rockpool are fish, crabs, and seaweed. The non-living things are rocks, water, sand, and sunlight. All these things work together to make an ecosystem. There are lots of different ecosystems on Earth.



a freshwater ecosystem



a rockpool ecosystem

3 Look at the words in bold in the text. Match them to their meanings

1	living	a	something that isn't alive
2	non-living	b	all the animals, plants, rocks, etc., in a place
3	ecosystem	c	a small area of water with rocks, crabs, seaweed, etc.
4	rockpool	d	something that is alive

94

LESSON 2 pages 94-97

Objectives:	To learn vocabulary related to different ecosystems To understand what an ecosystem is To learn about living and non-living things in an ecosystem To understand the importance of an ecosystem To listen to and read texts about ecosystems in Egypt
Vocabulary:	*living, non-living, ecosystem, rockpool, suitable, endangered, coast, jackals, species, reeds*
CLIL: Science	Ecosystems
Materials:	Student's Book pages 94 – 97 Audio files Map of Egypt or access to an online map Paper and drawing materials

Opener

- Greet the class and encourage them to greet each other.
- Quickly review the jobs from the previous lesson by playing a game of *Describe and draw game*.
- Ask students to share the results of their research from the previous lesson, Find out what other jobs did people in Ancient Egypt do? (Suggested answers: Bakers, priests, soldiers, hunters, administrators).

Presentation

1 Draw a picture of a farmer on the board and ask What job is it? Where do they work?
2 Elicit the answer 'outdoors' and then say This person has a farm near Cairo. What river is Cairo on? (The Nile). Ask Why is The Nile famous? (It is the longest river in the world and is called the father of all African rivers).
3 Tell the students that they are going to learn about the ecosystems in the natural world.

STUDENT'S BOOK page 94

1 Think and say

1 Write *The Nile River* on the board, and ask *Do you live near The Nile?* Elicit some answers from the class.
2 Read out the text while students follow in their books.
3 Say *Work with your group. Discuss what animals and plants live in or near The Nile.*
4 Go around and help as needed. Provide vocabulary to support students.
5 Ask students to share their ideas with the class.

Students' own answers

2 Listen, read, and look. Are all ecosystems the same?

1 Tell students to listen to the audio while they read.
2 Put students in pairs and say *Look at the pictures on page 94. Discuss what you can see.*
3 Ask students *Are all the ecosystems the same?* Move around as they discuss.
4 Replay the audio and tell students to check their answer in pairs.
5 Share answers with the class.

Audioscript

What is an ecosystem?
Everything in the natural world is connected. This connection between living and non-living things is called an ecosystem. Ecosystems can be small, like a rockpool, or they can be very big, like the Amazon rainforest. The living things in a rockpool are fish, crabs, and seaweed. The non-living things are rocks, water, sand, and sunlight. All these things work together to make an ecosystem. There are lots of different ecosystems on Earth.

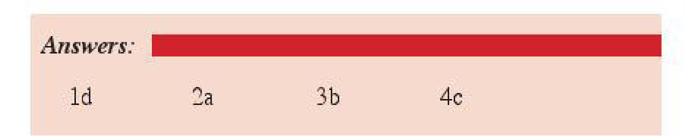
Answer:

No, all ecosystems are not the same, they can be small or very big.



3 Look at the words in bold in the text. Match them to their meanings

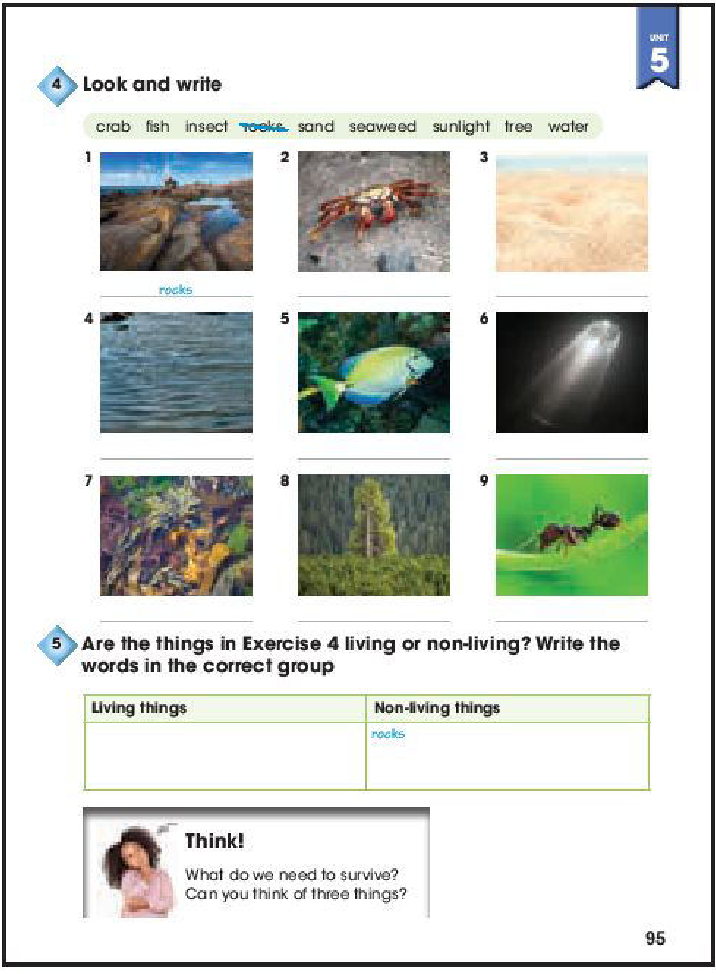
1 Say *Look at the words in the left-hand column. Repeat after me*.
2 Model the vocabulary and encourage students to repeat.
3 Say *Now, match the words on the left with the definitions on the right*.
4 Encourage students to complete the activity individually. Then check answers in pairs.
5 Conduct whole class feedback.



Answers:

1d 2a 3b 4c

STUDENT'S BOOK page 95



4 Look and write

1 Say *Look at the words in the box and read aloud*.
2 Students read the words aloud as a class. When they finish, say *Now, match the words and the pictures*.
3 Ask students to work individually, then check their answers in pairs.



Answers:

1 rocks	2 crab	3 sand
4 water	5 fish	6 sunlight
7 seaweed	8 tree	9 insect

5 Are the things in Exercise 4 living or non-living? Write the words in the correct group

1 Say *Look at the words and put them in the correct column*. Check the students' understanding by asking *Are living things alive or not?* (Alive) *Do living things need food and water?* (Yes) *Are non-living things alive or not?* (Not). *Give me an example of a living/non-living thing* (students' own answer, e.g. living- person, non-living rock).
2 Tell students to complete the exercise individually and then check answers in small groups.
3 Ask students to share their answers with their class.
4 Tell fast finishers they can think of three more examples for each column.

Answers:

Living things: crab, fish, seaweed, tree, insect
Non-living things: rocks, sand, water, sunlight

Think!

Focus students' attention on the *Think!* Section, and ask them to work in small groups to discuss what we need to survive (continue to live). Elicit answers from different groups (suggested answers: sunlight, water, air, food, habitat).

UNIT 5



6 Listen and read. What do animals and plants need to survive?

Why are ecosystems important?

Everything in the natural world is connected. An ecosystem is a place where animals, plants, and other living things live together. Animals and plants need each other to live. They also need **suitable** conditions.

Animals eat plants, insects, and other animals to survive. They need food, water, and shelter. And they need the weather to be at the right temperature.

Plants need sunlight and water to survive. Some plants need animals, birds, and insects to carry seeds to other areas so they can grow. They also need the right climate.

Climate is also an important part of an ecosystem. Trees give us oxygen. This makes the air cleaner and allows plants, animals, and humans to live in a comfortable environment.

7 Look at the photos of two ecosystems. Then complete the diagram with the words in the box

dolphins fish insects monkeys rocks sunlight ~~water~~







96

STUDENT'S BOOK page 96

6 Listen and read. What do animals and plants need to survive?

1 Read out the question and elicit answers from the class. Encourage students to guess the meaning of the word *suitable* (having the right conditions for living).
2 Say *Let's see if you're right! You are going to listen to an audio and read a text.*
3 Play the audio and students follow in their books.
4 Invite questions and explain any difficult words; encourage students to guess from the context first.
5 Ask students to check their answers in pairs before sharing answers with the class.
6 Encourage fast finishers to make posters about why ecosystems are important.

Audioscript

Why are ecosystems important?
Everything in the natural world is connected. An ecosystem is a place where animals, plants, and other living things live together. Animals and plants need each other to live. They also need suitable conditions.
Animals eat plants, insects, and other animals to survive. They need food, water, and shelter. And they need the weather to be at the right temperature.
Plants need sunlight and water to survive. Some plants need animals, birds, and insects to carry seeds to other areas so they can grow. They also need the right climate.
Climate is also an important part of an ecosystem. Trees give us oxygen. This makes the air cleaner and allows plants, animals, and humans to live in a comfortable environment.

Answer:

Plants and animals need suitable conditions, such as: sunlight, water, air, food, a habitat, and the right temperature, to survive.

7 Look at the photos of two ecosystems. Then complete the diagram with the words in the box

1 Say *Look at the diagram on page 96. What two ecosystems are we going to focus on?* (Rainforest and sea). Encourage students to describe these two ecosystems based on the pictures on page 94. Ask students *Is there a rainforest ecosystem in Egypt?* (No), *Is there a sea ecosystem in Egypt?* (The Mediterranean Sea in the north and the Gulf of Suez, the Gulf of Aqaba, and The Red Sea in the east).
2 Elicit other examples for both sides of the diagram, then ask students to work in small groups and think of more examples.
3 Encourage students to share their ideas with the class.

Answers:

Rainforest: insects, fish, water, rocks, sunlight, monkeys
Sea: dolphins, fish, rocks, sunlight, water
Both: fish, rocks, sunlight, water



STUDENT'S BOOK page 97

8 Add more words to the diagram in Exercise 7

1 Say *Work with your partner. Add more examples to 'sea', 'Rainforest' and 'Both'. You have three minutes.*
2 Move around and help as needed.
3 If students have internet access in class, encourage them to search online and share what they find.
4 Ask students to share examples. Write them on the board and encourage students to add them to their diagrams.

Suggested answers:

Sea: cool, plants, habitat
Rainforest: warm, plants, trees, habitat
Both: plants, habitat



Find out

1 Say *Look at the 'Find out' section and read it aloud.* Give students time to read, then ask *Can you choose all the ecosystems to research or only one?* (one.)
2 Tell students to research on the internet at home or ask their family. Encourage students to draw and label a picture about their ecosystem.
3 Choose the best pictures and display them around the classroom so that everyone can walk around, read, and ask questions about the ecosystems.

Students' own answers

Extra practice

1 Ask students to research a sea ecosystem in Egypt e.g., the Mediterranean Sea in the north, the Gulf of Suez, the Gulf of Aqaba, or the Red Sea in the east. Students can create an online poster and share it with others or use poster paper to share their information.
2 Encourage students to include information about plant and animal life, and the importance of protecting these environments. Students should use color and their own drawings and images to make their posters come to life.

9 Read and write

1 Say *Look at the ecosystems in the green box. Can you tell me one animal and plant from each one?* Elicit some answers (e.g., desert – camel).
2 Get students to look at the green box on the right and ask them to read it silently. Help with any new words if necessary.
3 Say *Now match the headings in the box with the correct paragraph.*
4 Move around and help as needed.
5 Ask students to check answers in pairs before class feedback.

UNIT 5



8 Add more words to the diagram in Exercise 7



Find out

Do some research. Choose an ecosystem. Find out what living and non-living things make this ecosystem. Draw and label a picture.

9 Read and write



Endangered means that there are not many of a plant or animal left in the world. This is because their habitat has been lost or because too many of them have been killed.

1 Egypt's ____________ ecosystem

Egypt's **coast** includes the Mediterranean Sea and the Red Sea. In both of these seas, there are many different plants and animals. Some of them, like turtles, birds, and mangrove trees, are **endangered**. There are more than 800 types of seaweed and more than 200 types of coral.

2 Egypt's ____________ ecosystem

About 90% of Egypt's land is desert areas. It looks like nothing can live in these areas, but there are many different animals in Egypt's deserts, such as camels, gazelles, **jackals**, ibex, and foxes. There are also some plants, such as tamarisk and acacia.

3 Egypt's ____________ ecosystem

The banks of the Nile River have many different **species** of animals and plants, like hippos and bamboo. There is lots of fresh water, not saltwater like the sea. Many water birds live in the **reeds** on the river bank. It's a good place for them because there are plenty of fish to eat.

10 Read again and circle the correct words

1 Egypt borders **two / three** seas.
2 Turtles are an **extinct / endangered** species.
3 Ibex and foxes **live / don't live** in the desert.
4 **Some / No** plants can live in the desert.
5 The water in the Nile is **freshwater / saltwater**.
6 The river bank **is / isn't** a good place for birds.

97

Answers:

Paragraph 1: marine
Paragraph 2: desert
Paragraph 3: freshwater

10 Read again and circle the correct words

1 Say *Read the sentences. Now, read and circle the correct answer.*
2 Move around and help as needed.
3 Encourage fast finishers to write more questions about the text for their peers to read and circle.
4 Ask students to check their answers in small groups.

Answers:

1 two	2 endangered	3 live
4 some	5 freshwater	6 is

Closing

- Ask students to close their books.
- Place students into groups of six. Allocate ecosystem names to different groups, e.g., rainforest, sea, desert, freshwater. Call out different ecosystems and the correct groups stand.
- Say *Listen carefully. When I call out a word or phrase, stand up if it is in your ecosystem. For example, 'crab'.* (Students

UNIT 5

LESSON 3 TOURISM HELPS OUR

COMMUNITY


1 Work with a partner. Discuss

Do you know anyone who works in tourism? Who? What do they do?

My uncle is a taxi driver. He drives people from the airport to their hotels.


2 Listen and read. Underline all the jobs in the text as you hear them

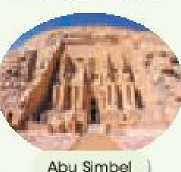
My trip to Nubia with a tour guide — TAGGED POSTS VIDEOS

Today more than three million people in Egypt work in tourism. There are hotel managers, waiters, chefs, boat captains, hotel workers, farmers, drivers, and shop owners. All of these people help to make Egypt one of the world's best places to visit for a holiday. And of course, one of the most important jobs is a tour guide.

Tour guides show tourists the country they are visiting. They need to know about the places that the tourists want to visit, but they also need to be friendly and **welcoming** so that the tourists have a good holiday.

One place you will find amazing Egyptian tour guides is in Nubia. Nubia has many historical monuments and interesting places to see, like the Great Temple of Ramses II, Elephantine Island, and the island of Philae. One of my favorite trips last year was to the small village of Abu Simbel. The hotel chef had prepared a delicious breakfast of bread, yogurt, and fresh fruit for us to eat before we left with Ali, our tour guide. Rami, the taxi driver, told us stories of old Nubia and its history all the way to Abu Simbel.

The Great Temple is wonderful and Ali told us all about its history. He knew such a lot and we learned so much from him. It's amazing to think that builders, architects, and **archaeologists** were able to **move** the enormous temples! We also bought **souvenirs** from the market traders near the temples. Rami took us to a local restaurant where the chef made us a delicious traditional dinner and we watched the beautiful sunset over Abu Simbel. It was the best day of our holiday!


Abu Simbel

98

in 'sea and *freshwater* groups stand up.)

- Practice a few examples. When students are more confident, ask one student in each group to allocate the ecosystems to the students in their group. Students then play the game in their smaller groups. Encourage more student autonomy in the game.
- Walk around and help with vocabulary and pronunciation as needed.

LESSON 3 pages 98-101

Objectives:	To listen to an audio and read a text about tourism in Egypt To understand the importance of tourism to the economy and the community. To practice using the present simple to talk about routines To practice using must to talk about obligation
Vocabulary:	*welcoming, archaeologists, move, souvenirs*
Language:	Present simple to talk about everyday routines. Must for obligation.
Values:	Independence, work values
Materials:	Student's Book pages 98 – 101 Audio files Map of Egypt

Opener

- Greet the class and encourage them to greet each other.
- Review the three ecosystems from the previous lesson (desert, marine, and freshwater).
- Ask students what they can remember from the last lesson, e.g., *Does Egypt border two or three seas?* (two).

Presentation

1 Write *tourist* on the board and brainstorm words as a class that students associate with tourists, e.g., hotel, restaurant, money, camera, souvenirs, etc.
2 Put students into pairs and ask them look at the words on the board and discuss the jobs which are related to tourists, e.g., hotel jobs include receptionists, cleaners, chefs, etc.
3 Collect answers from each pair and write them on the board too.
4 Tell students that they are going to learn about jobs in tourism in this lesson.

STUDENT'S BOOK page 98

1 Work with a partner. Discuss

1 Say *Egypt has a lot of people who visit on holiday. What is this called?* (tourism). Prompt the students by giving the first letters of the word. Elicit and/or write on the board.
2 Tell students to read the speech bubble.
3 Ask students *Do you know anyone who works in tourism? Who? What do they do?* Elicit a few answers from the class.

2 Listen and read. Underline all the jobs in the text as you hear them

1 Say *Listen to the recording and underline all the jobs. Are you ready?* When the students are focused, play the audio.
2 Ask students to check their answers in pairs before feedback.

Audioscript

My trip to Nubia with a tour guide

Today more than three million people in Egypt work in tourism. There are hotel managers, waiters, chefs, boat captains, hotel workers, farmers, drivers, and shop owners. All of these people help to make Egypt one of the world's best places to visit for a holiday. And of course, one of the most important jobs is a tour guide.

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The Great Temple is wonderful and Ali told us all about its history. He knew such a lot and we learned so much from him. It's amazing to think that builders, architects, and archaeologists were able to move the enormous temples! We also bought souvenirs from the market traders near the temples. Rami took us to a local restaurant where the chef made us a delicious traditional dinner and we watched the beautiful sunset over Abu Simbel. It was the best day of our holiday!

Answers:

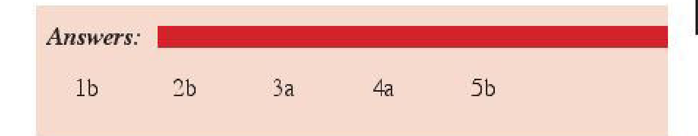
hotel managers, waiters, chefs, boat captains, hotel workers, farmers, drivers, shop owners, tour guides, taxi drivers, builders, architects, archaeologists, market traders.

STUDENT'S BOOK page 99

3 Read again and circle *a* or *b*

1 Say *Read the questions and possible answers*. Give time for students to read through.
2 Say *Now read the text again and circle the correct answer.*
3 Move around and provide help as needed.
4 Ask students to check their answers in pairs before sharing answers with the class.

Answers:



1b 2b 3a 4a 5b

Research

4 Imagine you are a tour guide in Egypt. Choose a good place for tourists. Find out some facts and other information. Write about it

1 Point at the photos on page 99 and say *Look at these popular tourist sites in Egypt.*
2 Ask them to choose one and find out some facts and other information. Tell them to use the internet and/or look in books and ask family members.
3 Instruct them to write three or four sentences about the places they choose and bring their work in the next lesson.

Think!

Ask students to read the question and discuss their ideas with a partner. Then invite them to share ideas with the class.

Suggested answer:

Yes, because they represent the country. It is important to be friendly if they want tourists to have a good time, tell their friends and families, and come back again to Egypt.

UNIT 5

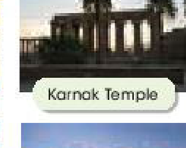
3 Read again and circle *a* or *b*

1 What is the main point in the first paragraph?
  a to give a list of jobs in tourism
  b to say that there are many different jobs in tourism
2 Why does the writer think that tour guides are important?
  a they work with drivers and big hotels
  b because they know the most about the sites in Egypt
3 Why does the writer tell us that the taxi driver 'told us stories of old Nubia'?
  a to show that the writer had an interesting time on the journey
  b to show that all taxi drivers are fun
4 Which people did the writer meet at Abu Simbel?
  a market traders
  b builders
5 Why did Ali tell the writer about the builders, architects, and archaeologists?
  a Because they are part of the temple's geography.
  b Because they were able to do something very important with the temples.

Research

4 Imagine you are a tour guide in Egypt. Choose a good place for tourists. Find out some facts and other information. Write about it


Aswan Botanical Garden

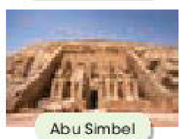

Karnak Temple



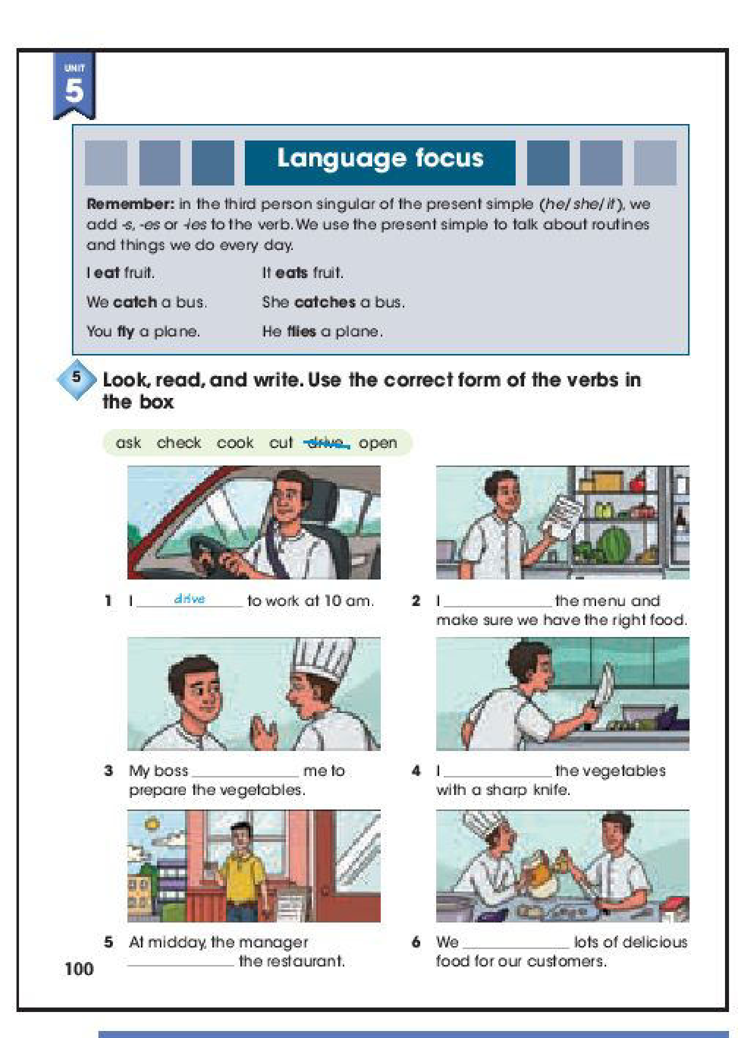
Think!

Do you think is it important for people with jobs in tourism to be friendly? Why?


Temple of Philae


Abu Simbel

99



UNIT 5

Language focus

Remember: in the third person singular of the present simple (*he/ she/ it*), we add *-s*, *-es* or *-ies* to the verb. We use the present simple to talk about routines and things we do every day.

I **eat** fruit.	It **eats** fruit.
We **catch** a bus.	She **catches** a bus.
You **fly** a plane.	He **flies** a plane.

5 Look, read, and write. Use the correct form of the verbs in the box

ask check cook cut ~~drive~~ open

1 I __drive__ to work at 10 am.

2 I ________ the menu and make sure we have the right food.

3 My boss ________ me to prepare the vegetables.

4 I ________ the vegetables with a sharp knife.

5 At midday, the manager ________ the restaurant.

6 We ________ lots of delicious food for our customers.

100

STUDENT'S BOOK page 100

LANGUAGE FOCUS

1 Say *Look at page 100*.
2 Read the *Language Focus* box, and invite students to read the examples aloud.
3 Ask students to read the box individually.

5 Look, read, and write. Use the correct form of the verbs in the box

1 Read the first sentence aloud and pause at the blank. Elicit why *drive* is the correct answer (no extra *s* with the pronouns I, you, we or they).
2 Allow time for students to complete the exercise individually, then compare their answers in pairs.
3 Ask fast finishers to write some more sentences with verbs in parentheses for their partners to check.
4 Check answers and tell students to read their completed answers aloud.

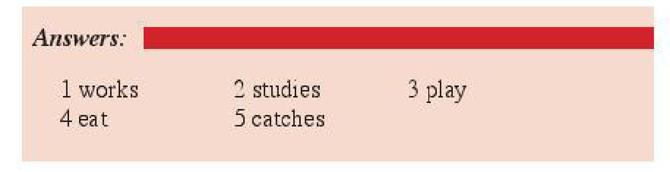
Answers:

1 drive	2 check	3 asks
4 cut	5 opens	6 cook

STUDENT'S BOOK page 101

6 Complete the sentences with the correct form of the verbs in the present simple

1 Tell students to work in pairs and complete the sentences.
2 Say *Do we add -s / -es / -ies when we use 'I', 'you', 'We' or 'They?' (No) When do we add s / -es / - ies? (for 'he', 'she' and 'it').*
3 Move around and help as needed.
4 Ask pairs to check their answers with another pair.
5 Elicit answers from the class.



Answers:

1 works	2 studies	3 play
4 eat	5 catches	

7 Read. What is Walid's job?

1 Say *Work individually. Read and find out what Walid's job is.*
2 Tell students when they finish, they can compare their answers in small groups.



Answer:

Walid looks after hippos.

LANGUAGE FOCUS

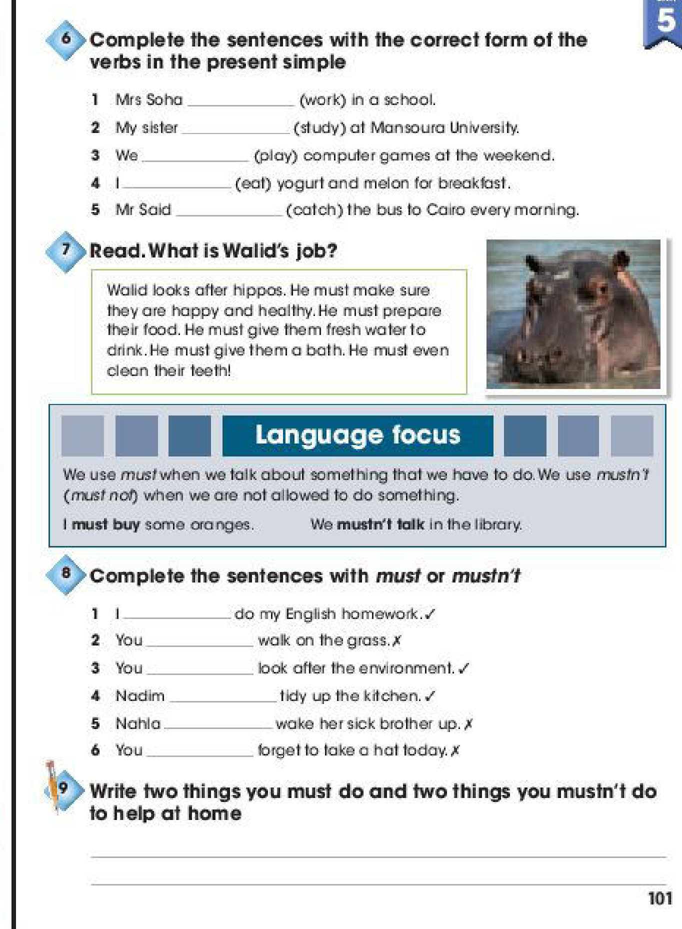
1 Say *Look at page 101.*
2 Read aloud the *Language Focus*, and invite students to read the examples aloud.
3 Ask students to then read the box individually.

8 Complete the sentences with *must* or *mustn't*

1 Read the first sentence aloud, pausing at the blank, and elicit the correct answer (*must*). Ask students why *must* is the correct answer (because there is a check).
2 Allow students time to complete the exercise individually, then compare their answers in pairs.
3 Ask fast finishers to write some more sentences with gaps for *must* or *mustn't* for their partners to complete.
4 Check answers as a class, then ask students if these rules apply to them and why or why not, e.g., *You mustn't walk on the grass because there is a sign.*

Answers:

1 must	2 mustn't	3 must
4 must	5 mustn't	6 mustn't



UNIT 5

6 Complete the sentences with the correct form of the verbs in the present simple

1 Mrs Soha ___ (work) in a school.
2 My sister ___ (study) at Mansoura University.
3 We ___ (play) computer games at the weekend.
4 I ___ (eat) yogurt and melon for breakfast.
5 Mr Said ___ (catch) the bus to Cairo every morning.

7 Read. What is Walid's job?

Walid looks after hippos. He must make sure they are happy and healthy. He must prepare their food. He must give them fresh water to drink. He must give them a bath. He must even clean their teeth!

Language focus

We use *must* when we talk about something that we have to do. We use *mustn't* (*must not*) when we are not allowed to do something.

I **must buy** some oranges. We **mustn't talk** in the library.

8 Complete the sentences with *must* or *mustn't*

1 I ___ do my English homework. ✓
2 You ___ walk on the grass. ✗
3 You ___ look after the environment. ✓
4 Nadim ___ tidy up the kitchen. ✓
5 Nahla ___ wake her sick brother up. ✗
6 You ___ forget to take a hat today. ✗

9 Write two things you must do and two things you mustn't do to help at home

101

9 Write two things you must do and two things you mustn't do to help at home

1 Ask students to work individually and write two things they *must* and two things they *mustn't* do when they are at home.
2 Say *Work in pairs. Take turns to ask each other.*

Students' own answers

Closing

- Ask students to close their books.
- Tell them to work in pairs or small groups. Say *Think of as many ideas as you can, to attract more tourists to visit Egypt.*
- Elicit a few examples before students work together.
- Ask for their ideas and write them on the board. Students can vote for the most popular top three ideas.

UNIT 5

LESSON 4 THE ANT AND THE GRASSHOPPER

1 Listen and read. What does the Grasshopper want to do?

1



It's spring. The sun is shining and the fields and gardens are full of flowers for the animals and insects to eat. It's a lovely day. The bees are **buzzing** and the butterflies are flying in the sun. The ants, however, are working hard.

2



The lazy grasshopper spends most of his time **relaxing**. He doesn't like to work. Today, he is resting against a tree when he hears a strange sound. He wants to find out what it is. He looks over the garden **fence**.

3



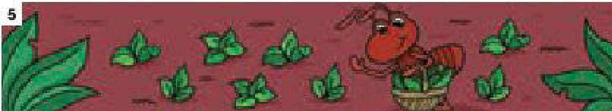
"What are you doing, Ant?" asks the grasshopper. "I'm working," replies the ant. "But it's a beautiful day," says the grasshopper. "Why don't you stop working and we can have some fun?" "Thank you, but I need to **carry on** with my work," says the ant.

4



"But working is so **boring**," replies the grasshopper. "Maybe," says the ant, "but it's something we all have to do. We must think about the future, not just today." The grasshopper didn't understand and so he just **hops away**.

5



Soon, it is fall. The ant has worked hard and all his crops have grown well. The ant doesn't stop working until he has harvested all the food and taken it inside for the winter.

102

LESSON 4 pages 102-105

Objectives:	To listen to and read a fable To discuss a story To practice pronunciation of three diphthongs To practice writing words with the sounds /aʊ/, /aɪ/ and /ɔɪ/ To use the suffix -ist for someone who does something. To practice using pie charts To create a pie chart
Vocabulary:	buzzing, relaxing, fence, carry on, boring, hops away, knocks on, brown, loud, point, buy, mouse, toy, eye, noise, try
Language:	Suffix -ist for jobs Identifying the sounds /aʊ/, /aɪ/ and /ɔɪ/
CLIL Math:	Pie charts
Materials:	Student's Book pages 102 – 105 Audio files TR Protractors, rulers, compasses and sharp pencils

Opener

- Greet the class and encourage them to greet each other.
- Review the grammar *must* and *mustn't* from the previous class.
- *Ask What must you do today? What mustn't you do today?* Ask students to write down some sentences and move around to make sure they are using the correct structure, must + bare infinitive, e.g., I must go home after school, NOT I must to go home after school.
- Put students in pairs and have them ask and answer the questions with a partner.
- Ask students to share one of their partner's answers.

Presentation

1 Write *insects* on the board and brainstorm as a class insects, e.g., spider, ant, beetle, grasshopper, etc.
2 Hold a class discussion on what each insect is well known for, e.g., spiders build webs, ants carry heavy things, grasshoppers sing, etc.
3 Tell students that in this lesson they are going to read a famous story about two insects.

STUDENT'S BOOK page 102

1 Listen and read. What does the Grasshopper want to do?

1 Write *grasshopper* and *ant* on the board. Say *These are both insects. We're going to read a famous story about a grasshopper and an ant.*
2 Tell students to look at the pictures on pages 102 and 103. Ask *What color is the ant in the pictures?* (brown) *What color is the grasshopper?* (green).
3 Say *Look at the pictures. Can you work out what happens in the story?* Elicit ideas from the class.
4 Play the audio while students follow in their books. Pause after each section to check understanding and explain any new words.
5 Allow time for students to look again at the pictures and read the story at their own speed. Go around and help where needed.
6 Read out the question *What does the Grasshopper want to do?*

Audioscript

It's spring. The sun is shining and the fields and gardens are full of flowers for the animals and insects to eat. It's a lovely day. The bees are buzzing and the butterflies are flying in the sun. The ants, however, are working hard.

The lazy grasshopper spends most of his time relaxing. He doesn't like to work. Today, he is resting against a tree when he hears a strange sound. He wants to find out what it is. He looks over the garden fence.

"What are you doing, Ant?" asks the grasshopper. "I'm working," replies the ant. "But it's a beautiful day," says the grasshopper. "Why don't you stop working and we can have some fun?" "Thank you, but I need to carry on with my work," says the ant.

"But working is so boring," replies the grasshopper. "Maybe," says the ant, "but it's something we all have to do. We must think about the future, not just today". The grasshopper didn't understand and so he just hops away.

Soon, it is fall. The ant has worked hard and all his crops have grown well. The ant doesn't stop working until he has harvested all the food and taken it inside for the winter.

Soon, it is winter and it is very cold. The grasshopper is hungry. He doesn't have any food and he can't find any. Suddenly, he remembers the conversation he had with the ant. He knocks on the ant's door. "I understand you now, Ant. You worked and now you have food. I didn't work and now I'm hungry". "Come in," says the ant. "Yes, it's fine to have fun, but it's also very important to work hard, too".

Answer:

The grasshopper wants to have some fun.

Extra Practice

1 Put students in pairs or small groups. Tell them to take turns to describe one of the pictures.
2 Ask them to describe what's happening and what they can see. Can the others point to the correct picture?

STUDENT'S BOOK page 103

UNIT 5

6


Soon, it is winter and it is very cold. The grasshopper is hungry. He doesn't have any food and he can't find any. Suddenly, he remembers the conversation he had with the ant. He **knocks on** the ant's door. "I understand you now, Ant. You worked and now you have food. I didn't work and now I'm hungry." "Come in," says the ant. "Yes, it's fine to have fun, but it's also very important to work hard, too."

2 Read and circle

1 The grasshopper is surprised when he sees the ant because ...
 a The ant doesn't like playing football.
 b The ant is ignoring him.
 c The ant is working hard to prepare for winter.
 d The ant prefers to play with other insects.

2 *The Ant and the Grasshopper* teaches us ...
 a that ants are boring insects.
 b that it's important to work to prepare for the future.
 c that some insects work harder than others.
 d that it's important to have fun every day.

3 Discuss these questions with a partner

1 What did the ant do during the spring?
2 What did the grasshopper do during the spring?
3 Was the ant prepared for the winter?
4 Was the grasshopper prepared for the winter?
5 What do you think the grasshopper will do next spring?



Think!

Can you think of something you can do now that will help you in future? Tell your friend.



I will do all my homework tonight so I can play with my friends at the weekend.

103

2 Read and circle

1 Have a class discussion on the moral of the story (what the story teaches us).
2 Read out the beginning of the first sentence and all four options. Ask *Is the correct ending a, b, c or d?* (c).
3 Ask students to complete item 2 on their own. Then check the answers. You could have a show of hands for a, b, c, or d.

Answers:

1c 2 b

3 Discuss these questions with a partner

1 Read out the first question and elicit the answer from the class.
2 Ask students to work individually, then check their answers in pairs.
3 Check answers with the whole class.

Answers:

1 The ant worked hard throughout the spring.
2 The grasshopper relaxed throughout the spring.
3 Yes, the ant was prepared for winter because he had worked during the spring, summer, fall, and winter.
4 No, the grasshopper hadn't worked so he wasn't prepared for winter.
5 Students' own answers

Think!

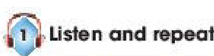
1 Read out the question and have students read the speech bubble. Then tell them to discuss more ideas in pairs.
2 Invite volunteers to share ideas with the class. You could have a class vote for the best idea.

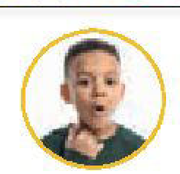
Suggested answer:

Study hard and learn important skills so that you get a good job.
Exercise and eat healthy food so you don't get sick.
Be a good friend and a good family member so that people will be there for you too.



PRONUNCIATION





1 Listen and repeat

/aʊ/	/aɪ/	/ɔɪ/
down	why	boy
town	light	enjoy

2 Say. Write the words in the correct group in Exercise 1

1 brown 2 buy 3 eye
4 loud 5 mouse 6 noise
7 point 8 toy 9 try

3 Listen and check. Then listen and repeat



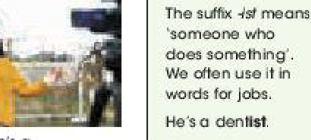
4 Look and write



1 She's a biolog_ _ _.

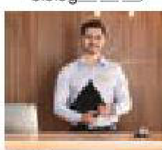


2 She's a journal_ _ _.



The suffix -ist means 'someone who does something'. We often use it in words for jobs.

He's a **dentist**.



3 He's a reception _ _ _.



4 She's a pian _ _ _.



5 He's a scient _ _ _.



5 Listen and check. Then listen and repeat

104

STUDENT'S BOOK page 104

PRONUNCIATION

1 Listen and repeat

1 Say *Listen and say these words.*
2 Play the audio and encourage students to listen and repeat.
3 Explain that in English the same sound can be represented by different letter combinations, e.g., the *y* in *why* and the *igh* in *light.*

Audioscript

/aʊ/ down, town /aɪ/ why, light /ɔɪ/ boy, enjoy

2 Say. Write the words in the correct group in Exercise 1

1 Say *Look at the words. Say them aloud and put them in the correct column.*
2 Ask students to complete it individually.
3 Go around and help students as needed.
4 Place students in small groups to share answers.
5 Tell fast finishers to think of other examples for each column.

Answers:

/aʊ/: brown, loud, mouse
/aɪ/: buy, eye, try
/ɔɪ/: noise, point, toy

3 Listen and check. Then listen and repeat

1 Tell students to listen and check their answers.
2 Play the audio and tell students to check and repeat.
3 Ask students to identify which sounds are represented by different letter combinations in this exercise (the *ou* in mouse and the *ow* in brown, the *oi* in point and the *oy* in toy, the *uy* in buy and the *eye* in eye). Praise students for good pronunciation and understanding of the different spelling rules.

Audioscript

/aʊ/
brown
loud
mouse

/aɪ/
buy
eye
try

/ɔɪ/
noise
point
toy

Answers:

/aʊ/: brown, loud, mouse
/aɪ/: buy, eye, try
/ɔɪ/: noise, point, toy

4 Look and write

1 Focus students' attention on the green box and say *Look at the example.* Ask students to read it aloud.
2 Ask *What does the suffix '-ist' mean?* (someone who does something).
3 Say *Now read and complete the examples.*
4 Go around and help as needed.
5 Tell students to check answers in pairs.

Answers:

1 biolog**ist** 2 journal**ist** 3 reception**ist**
4 pian**ist** 5 scient**ist**

5 Listen and check. Then listen and repeat

1 Play the audio while students check their answers to Exercise 4.
2 Play it again, pausing after each sentence for students to repeat.



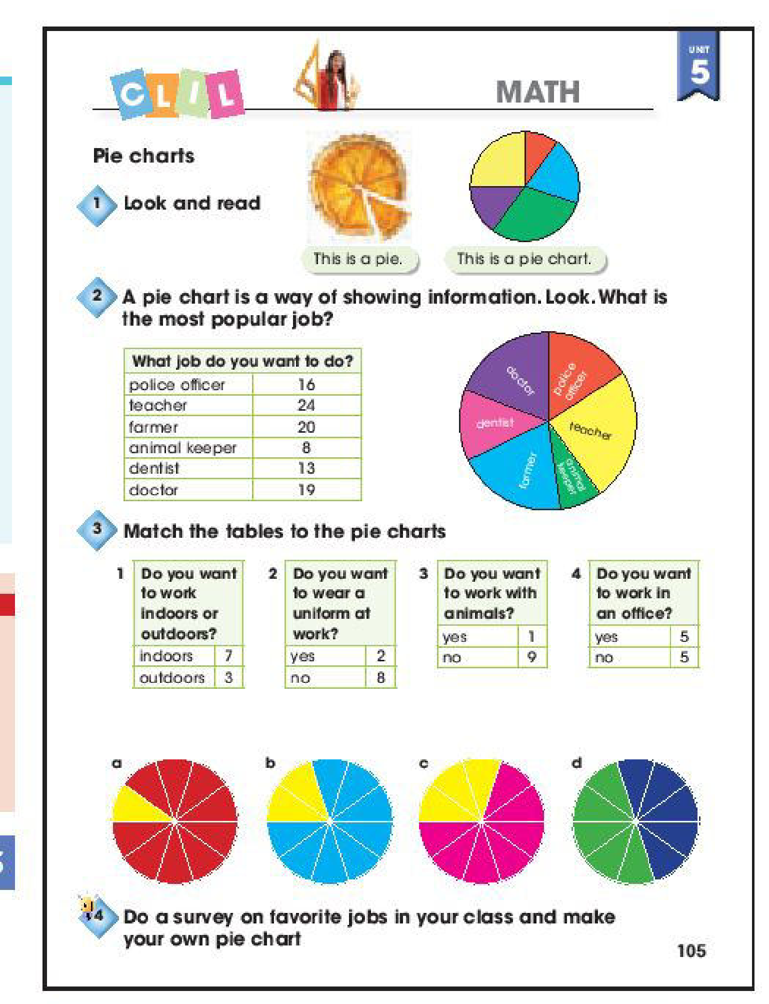
Audioscript

Narrator:	*1*
Speaker:	*She's a biologist.*
Narrator:	*2*
Speaker:	*She's a journalist.*
Narrator:	*3*
Speaker:	*He's a receptionist.*
Narrator:	*4*
Speaker:	*She's a pianist.*
Narrator:	*5*
Speaker:	*He's a scientist.*

Answers:

1 She's a biologist.
2 She's a journalist.
3 He's a receptionist.
4 She's a pianist.
5 He's a scientist.

STUDENT'S BOOK page 105



CLIL MATH

UNIT 5

Pie charts

1 Look and read

This is a pie. This is a pie chart.

2 A pie chart is a way of showing information. Look. What is the most popular job?

What job do you want to do?	
police officer	16
teacher	24
farmer	20
animal keeper	8
dentist	13
doctor	19

3 Match the tables to the pie charts

1

Do you want to work indoors or outdoors?	
indoors	7
outdoors	3

2

Do you want to wear a uniform at work?	
yes	2
no	8

3

Do you want to work with animals?	
yes	1
no	9

4

Do you want to work in an office?	
yes	5
no	5

a b c d

4 Do a survey on favorite jobs in your class and make your own pie chart

105

CLIL: MATH

1 Look and read

1 Say Look at page 105. Read the examples aloud.

2 A pie chart is a way of showing information. Look. What is the most popular job?

1 Say *A pie chart shows information in a circle diagram. It is divided into slices, like a pie, or a cake. Each slice represents a percentage of the pie. All the slices add up to 100%.*
2 Ask students to look at the chart. Say *Read the different jobs. Which is the most popular job?* (a teacher). *That's right. Now, look at the pie chart. Which is the biggest slice?* (a teacher). *Well done!*

Answer:

A teacher

3 Match the tables to the pie charts

1 Say *Let's match the tables to the correct pie charts.*
2 Say *Look at table 1. How many students in total? (10 students). How many students want to work indoors? (7) Which pie chart does this match? (c)*
3 Ask students to work in pairs and match the charts to the pie charts.
4 Students share their answers with the class.

Answers:

1c 2b 3a 4d

4 Do a survey on favorite jobs in your class and make your own pie chart

1 Say *Now we will do a survey on one of your favorite jobs.* Have the class make a list of popular jobs, and write them on the board.
2 Put students into groups and have them vote for their favorite job. Tell them to record their results, e.g. farmer: 2, teacher: 3, electrician: 5, etc.
3 Have students make a pie chart to show their results. Guide them to draw their pie chart by hand. It does not need to be accurate.



LESSON 5 WRITING

1 Read. What are Rana and Sherif's jobs?



My name's Rana. I work with animals and I love my job. If animals are sick or injured, I help to make them better. Some days I work inside and people bring their animals to me. If an animal needs an **operation**, the room has to be very, very clean.

On other days, I go to people's houses or farms to check on the animals. It can be very dirty in some places, but I don't mind! I lived on a farm when I was younger, so I'm used to it, and I love the countryside. What's the worst part of the job? It's when an animal gets sick in the night and I have to get out of bed!

Rana is a *doctor / vet*.



Hello, I'm Sherif. When I was young, I knew I didn't want to work with animals. They scare me! I'm not keen on being outside, so I wanted an office job. When I was young, I loved playing computer games. I also really enjoy solving problems. So, in my job, I do both! I also enjoy working with other people. There are 16 people in my team. We don't always agree, but we **work out** the best solutions.

Sherif is a *computer programmer / vet*.



2 Read again and answer

1 What does Rana like about working with animals?

2 Why did Sherif not want to work with animals?

3 Would you prefer to have Rana's job or Sherif's job? Why?

106

Closing

- Ask students to close their books.
- Place students in small groups and say *Work with your group. When I say a sound, /aʊ/ /aɪ/ or /ɔɪ/, think of a word with that sound.*
- Say the different sounds and give students time to think of examples.
- Write the words on the board: town, down, brown, loud, mouse, light, fight, buy, eye, try, boy, enjoy, noise, point, toy.
- Ask students to use the words and make sentences. Encourage students to use more than one of the examples in their sentences. For example, *There is a brown mouse next to the boy's toy*. Say *Which words are from the list?* Underline them (*There is a <u>brown</u> <u>mouse</u> next to the <u>boy</u>'s <u>toy</u>*) and then elicit the vowel sound(s).

LESSON 5 pages 106-107

Objectives:	To write about a job you want and one you don't To predict people's jobs based on pictures To read a text about different jobs
Vocabulary:	*operation, vet, doctor, work out, computer programmer*
Language:	*I'm good/not good + -ing e.g., solving problems/helping people/making new friends.* *When I'm older, I want/don't want to be a … because…* *I enjoy/don't enjoy + -ing* *I like/don't like + -ing*
Materials:	Student's Book pages 106 – 107
Writing:	Writing about a job you want and a job you don't want.

Opener

- Greet the class and encourage them to greet each other.
- Review the favorite jobs you found out about in the previous class.
- Write *Do you want to work indoors or outdoors? Do you want to wear a uniform? Do you want to work with animals? Do you want to work in an office?*
- Put students into small groups and ask them to discuss the questions.
- Ask students to share one of their group member's answers.

Presentation

1 *Write doctor/ vet/ computer programmer* and ask *Do you know people who do these jobs?* Then elicit information from the students who have a friend or family member working as a doctor, vet, or computer programmer.
2 Brainstorm as a class what these jobs consist of, e.g., doctor = clinic, hospital, white coat, medicine, helping people, etc.
3 Tell students that in this lesson they are going to learn about two of these jobs.

STUDENT'S BOOK page 106

1 Read. What are Rana and Sherif's jobs?

1 Say *Look at the photos on page 106. Read the paragraphs and think about the jobs they do.*
2 Tell students to read the texts, then choose the correct options.
3 Ask *Which job would you prefer? Why?*

Answers:

Rana: vet
Sherif: computer programmer

2 Read again and answer

1 Say *Read the questions*. Give time for students to read and then say *Now, answer the questions*.
2 Ask students to work in small groups to discuss their answers.
3 Encourage students to share their ideas with the class.

Answers:

1 Rana likes making animals better; she doesn't mind dirty places; she loves the countryside; she's used to being around animals.
2 He is scared of animals; he doesn't like being outside; he prefers computers; he wanted an office job.
3 Students' own answers.

STUDENT'S BOOK page 107

3 Read the ideas in the box and write about a job you want and a job you don't want. Give reasons. Write 30-40 words.

1 Say *You are going to write about a job you want and a job you don't want. Let's brainstorm as many jobs as we can.* Write students' ideas on the board.
2 Focus students' attention on the green box and ask them to read the suggestions.
3 Elicit some jobs that fit the profile of the advice in the box.
4 Read the sentence frames aloud and check that students understand the language. Say *Use these sentence frames to help you write about a job you want and a job you don't want.*
5 Tell students to write their sentences in their notebooks.
6 Ask them to share their answers with a partner. Go around and help as needed.
7 Ask students to explain their partner's favorite job.

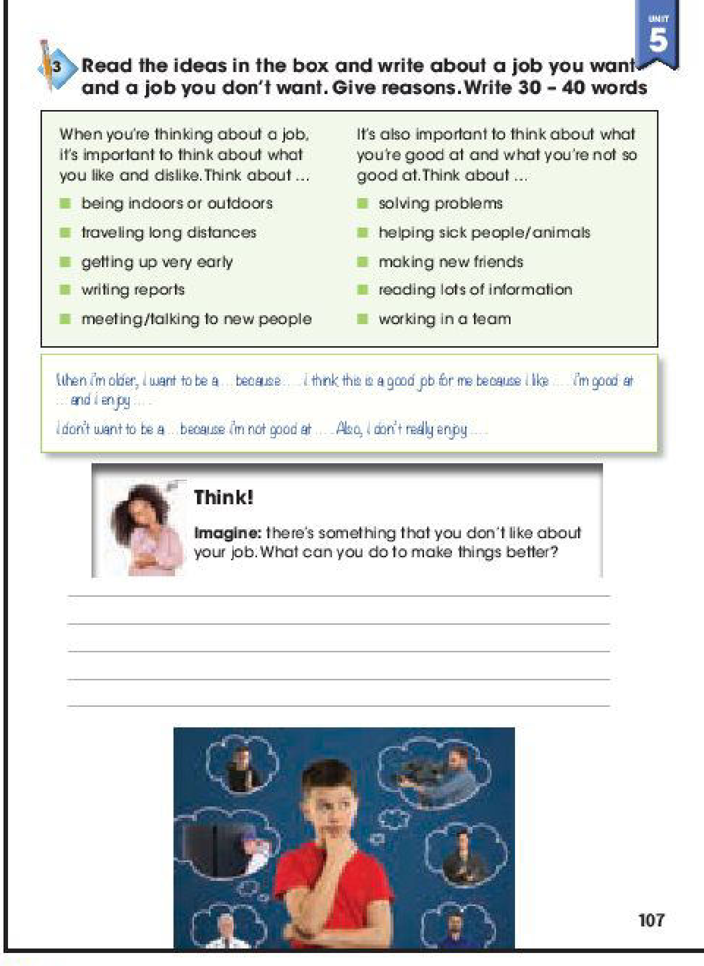
Students' own answers

Think!

Ask students to read the question and elicit a few ideas before students discuss them in groups. Elicit ideas from the groups.

Suggested answer:

Write a list of your problems, seeing them on paper can help you identify how you can solve them.
Write a list of things you like at work too, it's important to appreciate good things.
Identify how you can make small changes yourself, such as the way you travel to work or your work environment.
Ask for extra training on things like using equipment or programs.
Tell someone how you feel, two heads are better than one.
Tell your boss if the work is too difficult or if you need more time.


UNIT 5

3 Read the ideas in the box and write about a job you want and a job you don't want. Give reasons. Write 30 – 40 words

When you're thinking about a job, it's important to think about what you like and dislike. Think about ...

- being indoors or outdoors
- traveling long distances
- getting up very early
- writing reports
- meeting/talking to new people

It's also important to think about what you're good at and what you're not so good at. Think about ...

- solving problems
- helping sick people/animals
- making new friends
- reading lots of information
- working in a team

When I'm older, I want to be a ... because ... I think this is a good job for me because I like ... I'm good at ... and I enjoy ...

I don't want to be a ... because I'm not good at ... Also, I don't really enjoy ...

Think!

Imagine: there's something that you don't like about your job. What can you do to make things better?

107

Closing

- Put students into groups, and have them sit in circles if possible.
- Ask them to close their books and say *Share your writing from exercise 3 with the person to your right.* Students pass their writing to the student on their right in the circle.
- Say *Read the writing from the person on your left and tell that person what you like about their writing.*
- Move around and tell students to pass the writing when they finish. Nominate one student in each group to keep the work passing around the circle.

UNIT 5

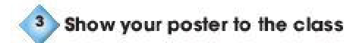
LESSON 6  PROJECT

 **1 Read. Can you think of other times when you work in a team? Do you like it?**



2 Read and do

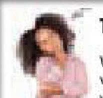
1 Make a poster about teamwork.
2 Draw or find some pictures you can use.



3 Show your poster to the class

 **4 Discuss**

Talk to your classmates about their posters.
Tell them what you like.



Think!

What happens if you disagree with a teammate? How do you work out a solution?

108

LESSON 6 pages 108-109

Objectives:	To create posters about teamwork To present their posters to the class and discuss them To review language learned in the unit To self-assess their progress
Materials:	Student's Book pages 108-109 Colored pencils and pens Large sheets of paper and drawing materials Old magazines Glue and scissors

Opener

- Greet the class and encourage them to greet each other.
- Review the skills that students said they were good at or not so good at in the previous class.
- Write *Are you good at solving problems? Are you good at helping sick people/animals? Are you good at making new friends? Are you good at reading lots of information? Are you good at working in a team?*
- Put students into small groups and ask them to discuss the questions.
- Ask students to share one of their group member's answers.

Presentation

1 Write *TEAMWORK* on the board and check that students understand what this really means (working well together with others to do a job).
2 Put students into small groups and explain the following vocabulary activity. Groups must write one word for each letter of the word TEAMWORK, e.g., T = train, E = English, A = animal, etc.
3 Check answers as a class and praise the students' spelling and pronunciation.
4 Tell students that in this lesson they are going to make a poster about teamwork.

STUDENT'S BOOK page 108

1 Read. Can you think of other times when you work in a team? Do you like it?

1 Ask students to look at the poster about teamwork on page 108. Allow them enough time to study the pictures and read the text.
2 Ask *When do you work in a team?* (at school, when playing a team sport, helping at home, helping others). Encourage students to share ideas in small groups.

Students' own answers

2 Read and do

1 Tell students *You are going to make a poster about teamwork. First, draw some pictures, or find some pictures from the internet or a magazine.*
2 Encourage students to use their own ideas. Say *Use the model poster to help with your design.*
3 Go around and provide help and suggestions as needed.
4 Tell fast finishers they can help their friends complete their posters.

3 Show your poster to the class

1 Say *Let's look at our teamwork posters. Walk about and look at different posters.*
2 Give students time to mingle and look at posters for about 3 minutes.

4 Discuss

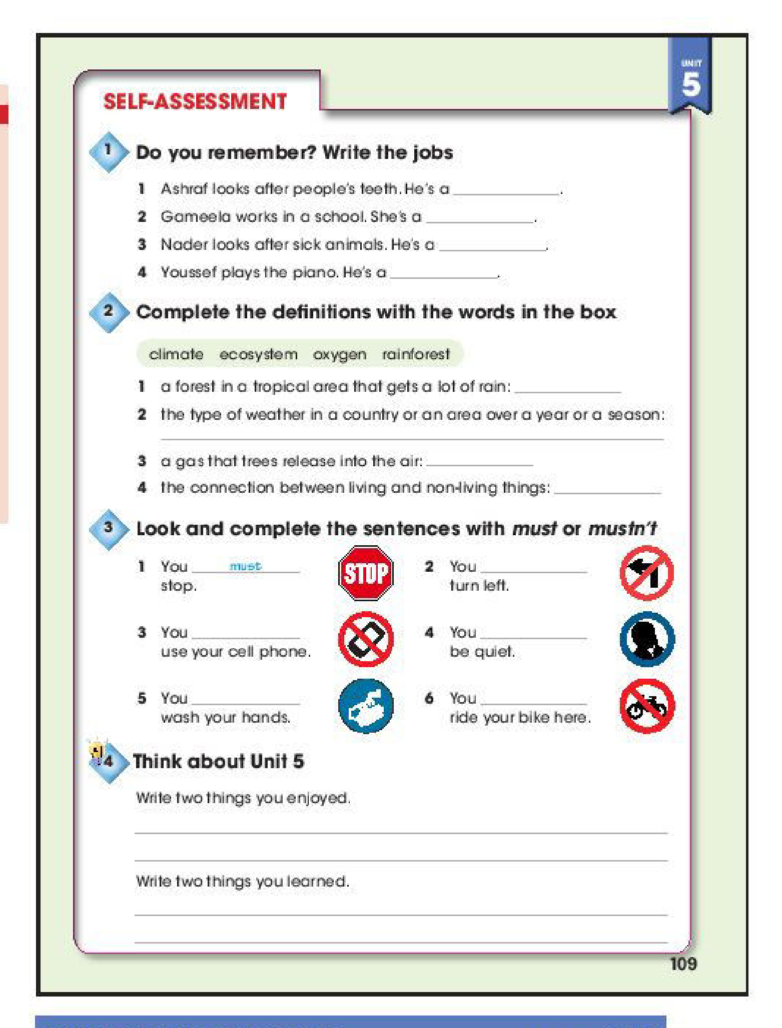
1 Put students in pairs and say *Show each other your posters. Ask and answer questions about the posters.*
2 Encourage students to tell their partners what they like about their posters.
3 Allow students time to discuss with their partners. Then tell them to find a new partner and to repeat the task.
4 Move around and provide help as needed.

Think!

1 Ask students to read the question and discuss the answers in pairs.
2 Invite ideas from the class and allow a short class discussion.

Suggested answer:

Listen carefully to the other person and then ask them to listen carefully to you.
Find a common objective so you feel like you are on the same team again.
Try to compromise on things and be fair so that you both like the solution.
Don't discuss the problem if you are angry, wait until some time has passed and you both feel calm and ready to find a solution.
Investigate solutions on the internet.
Ask someone who is not involved to listen to you both and help you.


UNIT 5

SELF-ASSESSMENT

1 Do you remember? Write the jobs

1 Ashraf looks after people's teeth. He's a ___________.
2 Gameela works in a school. She's a ___________.
3 Nader looks after sick animals. He's a ___________.
4 Youssef plays the piano. He's a ___________.

2 Complete the definitions with the words in the box

climate ecosystem oxygen rainforest

1 a forest in a tropical area that gets a lot of rain: ___________
2 the type of weather in a country or an area over a year or a season: ___________
3 a gas that trees release into the air: ___________
4 the connection between living and non-living things: ___________

3 Look and complete the sentences with *must* or *mustn't*

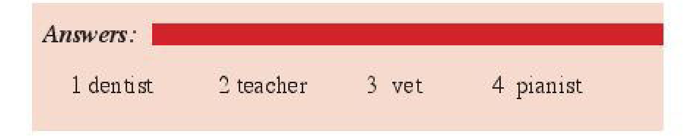
1 You __must__ stop.
2 You ___________ turn left.
3 You ___________ use your cell phone.
4 You ___________ be quiet.
5 You ___________ wash your hands.
6 You ___________ ride your bike here.

4 Think about Unit 5

Write two things you enjoyed.

Write two things you learned.

109



SELF-ASSESSMENT

1 Do you remember? Write the jobs

1 Say *Read the examples and write the job.*
2 Allow students some time to check the answers by looking back through the unit.

Answers:

1 dentist 2 teacher 3 vet 4 pianist

2 Complete the definitions with the words in the box

1 Say *Use the words in the box to complete the sentences.*
2 Go around and help as needed.
3 Tell fast finishers they can think of animals and plants for each of the ecosystems.

Answers:

1 rainforest	2 climate
3 oxygen	4 ecosystem

3 Look and complete the sentences with *must* or *mustn't*

1 Say *Look at the pictures*. Give students enough time to look at the different signs.
2 Tell them to complete the sentences with *must* or *mustn't*.
3 Ask students to complete the task and then check answers in pairs.

Answers:

1 must	2 mustn't	3 mustn't
4 must	5 must	6 mustn't

4 Think about Unit 5

1 Say *Think about what you learned in Unit 5. Look back through the unit to remind yourselves of what you learned.*
2 Say *Write two things you enjoyed about Unit 5 and two things you learned.*
3 Monitor and help with spelling but not the actual content of the writing.
4 Tell students they can share their answers in small groups.
5 Ask them to read out their sentences to the class.

Students' own answers

Closing

- Hold a whole-class discussion.
- Ask *How can you choose a future job? What is important for you?*
- Write an idea on the board and have students come up with ideas of their own, e.g. *I want a job working to save the different ecosystems in Egypt. I want to share beautiful pictures of the sea ecosystems. I like working outside, so I could take people on boat tours to show them the amazing animals and plants.*



Introduction pages 110-111

Objectives	To introduce the topic of weather
Materials	Student's Book pages 110-111 Sets of five or six small pictures showing the temperature in different cities in Egypt some days before the lesson (one set per group of four students; make sure the pictures show different temperatures).

Opener

- Greet the class, then have them greet each other in pairs.
- Write the word *cold* on the board and ask *What's the opposite, not cold?* Elicit *hot* and write it on the board, too.
- Put students into groups. Give each group a set of pictures.
- Ask *What can you see?* Teach them the words *weather* and *temperature*.
- Then say *In 30 seconds, put the pictures in order. Start with the hottest place*.
- Count to 30. Then say *Stop*.
- Check the correct order with groups. Then ask questions about the places *What was the temperature in (place)?* Help them say the number and *degrees Celsius*.
- Ask *Have you been to these places? Do you like hot or cold weather more?*
- Finally, say *We are going to study about the weather in this unit*.






In this unit I will ...

- listen, read, research, and write about the weather.
- read and listen to a short story about a heat wave.
- use adverbs of frequency with the present simple.
- understand a text about natural resources.
- understand a dialog about water pollution.
- learn to distinguish the /p/ and /b/ sounds and silent letters in words.
- use measurements of length and weight.
- write an account of extreme weather.
- research and make a leaflet about what to do in extreme weather.


Look, discuss, and share

What is happening in the photo? Imagine you're there. What do you do?


Did you know?

The hottest day ever in Egypt was 51.1°C, in Aswan.


Find out

Find out about different extreme weather in Egypt. Think about the news and weather reports. Discuss with your partner.

111

STUDENT'S BOOK pages 110-111

Presentation

1 Say *Look at the photo on pages 110 and 111*. Ask students to read the caption on top of page 110 and explain the new words.
2 Put students in pairs. Say *Talk together about what you can see in the photo*.
3 Go around and help with vocabulary and pronunciation as necessary.
4 Discuss the answers together as a class. Write key words students say on the board.
5 Ask *Where is this? Is the weather good or bad? Is this situation usual in Egypt?* Ask a few students to share their ideas with the whole class.

Suggested answer:

There are people standing on a beach, it is bad weather, the sea is crashing against a wall, there are gray clouds in the sky, and there is a lighthouse in the background.



Look, discuss, and share

1 Say *Look at page 111*.
2 Read the questions aloud.
3 Put students in pairs. Say *Look at the photo again and answer the questions*.
4 Teach students the words *extreme weather* and *storm* (very bad weather with strong winds and rain, and often thunder and lightning), then as a class, discuss events similar to the one in the photo.
5 Move around and help with vocabulary and pronunciation as necessary.
6 Discuss answers together as a class.

Answer:

A storm is causing huge waves.
Students' own answers.



Did you know?

1 Ask students to look at the photo. Say *Work in pairs. Discuss what place it is*.
2 Ask a student to tell the name of the place to the class.
3 Say *Read the sentence. What's special about Aswan?*
4 Help students with any words they do not know. Also, help them read °C as *degrees Celsius*.



Find out

1 Read out the sentences. Elicit the meaning of *weather* and some examples, such as *hot* and *cold*, and any other words they already know.
2 Say *The weather in Aswan is very hot. What is the weather like in other cities?* Elicit students' ideas.
3 Ask *Can you find information about the weather in other places in Egypt?*
4 Tell students to look up the weather in different places in Egypt on the internet at home or ask a family member and write them down for the next lesson. Say *Find information about the weather in other places in Egypt and write it down*.

Closing

- Focus students' attention on *In this unit I will…* and read through the objectives for this lesson with the class.



LESSON 1 pages 112-115

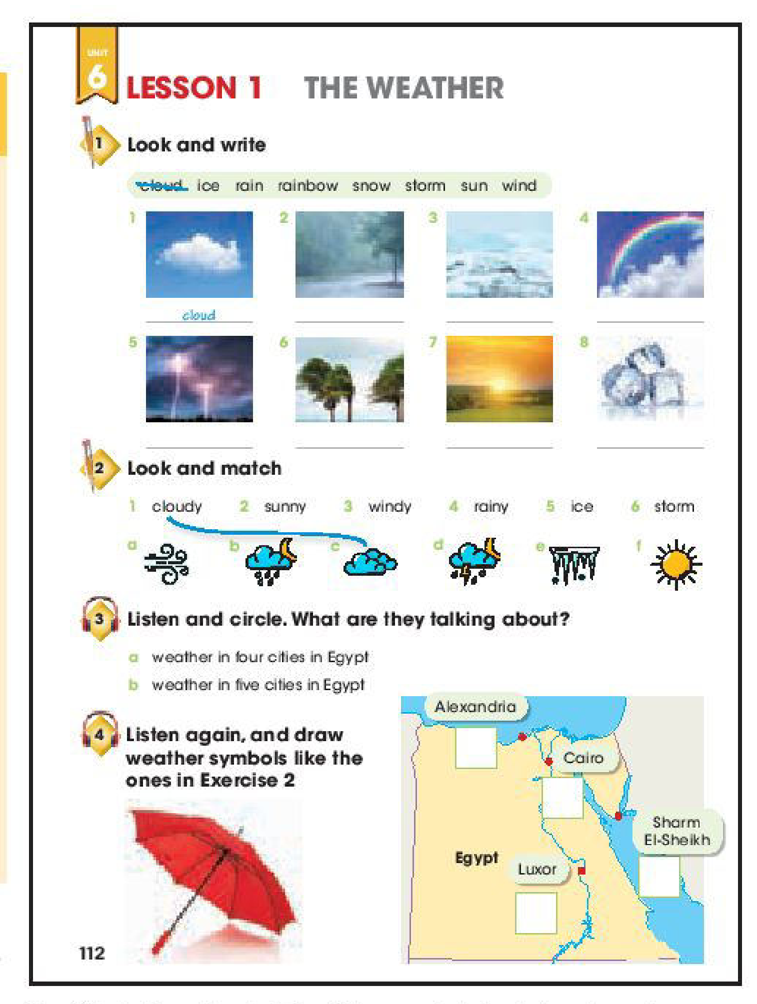
Objectives:	To listen to the weather forecast To learn words related to the weather To read and talk about the weather in Egypt To learn and say words for extreme weather To read a story about extreme weather
Vocabulary:	*cloud, cloudy, ice, rain, rainbow, rainy, snow, storm, sunny, weather, windy* *flood, hear wave, sandstorm, strong winds/ storm, tidal wave, tornado, shade, cry, knocked, nearby*
Language:	It's going to be rainy in Cairo. It's always sunny there. It's rainy/sunny. Today we have some ice. It's sometimes windy in Alexandria. Luxor is going to have a storm.
Materials:	Student's Book, pages 112-115 Audio files Photos showing the temperature in different cities in Egypt (the same ones used in the Introduction lesson) Pictures showing different kinds of weather Map of Egypt (optional)

Opener

- Greet the class, then have them greet each other in groups of three.
- Say *Let's play "I'm going on vacation!"*
- Put students into pairs and give each pair a picture. Say *This is the place you are going to.*
- Ask students to say *It's hot there* or *It's (a little) cold there* and then have them draw some clothes they will take with them in their notebooks.
- Monitor students, but do not help them.
- Say *Switch pairs and show your pictures to another classmate.*
- Tell students to say the name of the place and if it is hot or cold there.
- Then say *Let's find out more about words for the weather in this lesson!*

Presentation

1 Show pictures of different kinds of weather, making sure they have the features listed in the vocabulary list. Show each picture and say the word. Have students repeat each word.
2 Then stick the photos on the board and write numbers above them (e.g., if there are five pictures, number them one to five).
3 Tell students that you will describe one of the pictures. They need to say the number of the picture.
4 Say full sentences, not single words, e.g., *It's windy and cold. It's sunny and there is a rainbow.*



5 After talking about all the pictures, put students in pairs and ask them to say what kinds of weather they can see in each photo.
6 Ask the whole class to say the weather in the photos, too.

STUDENT'S BOOK page 112

1 Look and write

1 Tell students to look at page 112.
2 Say *Look at the photos. What can you see in the first one?* (a cloud). Say *Yes, it's a cloud.*
3 Explain the exercise. Say *Write the words under the correct photos.*
4 Allow students some time to work individually and to check answers in pairs.
5 Ask fast finishers to look at the words and think of how they can be pronounced. They can help during correction.
6 Check answers as a class.

Answers:

1 cloud	2 rain	3 snow
4 rainbow	5 storm	6 wind
7 sun	8 ice	

2 Look and match

1 Ask students to look at the pictures in Exercise 1 again. Say *it's a cloud. The weather is cloudy. It's cloudy* and have them point to the picture and repeat. Continue with *Rain. The weather is rainy. It's rainy. Snow. The weather is snowy. It's snowy. Rainbow. There's a rainbow. Storm. The weather is stormy. It's stormy. Wind. The weather is windy. It's windy. Sun. The weather is sunny. It's sunny. Ice. The weather is icy. It's icy.*
2 Write *cloudy, sunny, windy, rainy, ice* and *storm* on the board. Have students repeat the words and point to the correct pictures. Point to the symbols. Say *Look at these pictures. What do they show?* (Different kinds of weather.)
3 Say *Read the words. Match them to the pictures.*
4 Allow students some time to match the words to the pictures.
5 Tell fast finishers they can circle the words and pictures that describe the weather today.
6 Check answers with the whole class. Say *Read the answers aloud and say the letter of the corresponding pictures.*
7 Say the words yourself and ask the class to repeat after you.

Answers:

1 c 2 f 3 a 4 b 5 e 6 d

3 Listen and circle. What are they talking about?

1 Say *We're going to listen to a weather forecast. First, read the question.*
2 Allow students enough time to read the task. Read out the question *What are they talking about?* and the two options, a and b.
3 Play the audio file if necessary, pause the audio after the city names and play it again.
4 Ask pairs to share their answers.
5 Repeat the question and elicit the answer (a).

Audioscript

Weatherwoman: *Good morning, everyone! I'm bringing you the news of the weather in Egypt today. It's going to be rainy in Cairo.*
Presenter: *Rainy in Cairo? How often does it rain in Cairo? It's always sunny there!*
Weatherwoman: *I know, but today it's rainy.*
Presenter: *What about Sharm El-Sheikh?*
Weatherwoman: *It's never very cold in Sharm El-Sheikh, but today we have some ice.*
Presenter: *I don't believe it! What about Alexandria?*
Weatherwoman: *It's going to be windy. That's normal – it is sometimes windy in Alexandria.*
Presenter: *Well, thank you. And, finally, what about Luxor?*
Weatherwoman: *Oh, this is very important: Luxor is going to have a storm, so stay at home!*

Answer:

They are talking about the weather in four cities in Egypt. (a)

4 Listen again, and draw weather symbols like the ones in Exercise 2

1 Play the audio file again. Ask *Which cities are they talking about?* Elicit answers (Cairo, Sharm El-Sheik, Alexandria, and Luxor). Write the cities on the board.
2 If possible, have students look at a map of Egypt and point to each city.
3 Ask *Can you remember the weather forecast for these cities?* Elicit answers, then say *Let's see! Listen and draw the weather symbols.*
4 Play the audio once. Then play it again and pause to allow students time to draw.
5 Walk around and monitor students as they complete the activity.
6 Ask fast finishers to help their classmates by saying what the weather is like in those places.
7 Ask students to work in pairs to compare answers.
8 Check answers: ask students to draw and write the weather of a place on the board.
9 Finally, ask *What's the weather like in Cairo? Is it sunny?* Listen to students' ideas.

Audioscript

Weatherwoman: *Good morning, everyone! I'm bringing you the news of the weather in Egypt today. It's going to be rainy in Cairo.*
Presenter: *Rainy in Cairo? How often does it rain in Cairo? It's always sunny there!*
Weatherwoman: *I know, but today it's rainy.*
Presenter: *What about Sharm El-Sheikh?*
Weatherwoman: *It's never very cold in Sharm El-Sheikh, but today we have some ice.*
Presenter: *I don't believe it! What about Alexandria?*
Weatherwoman: *It's going to be windy. That's normal – it is sometimes windy in Alexandria.*
Presenter: *Well, thank you. And, finally, what about Luxor?*
Weatherwoman: *Oh, this is very important: Luxor is going to have a storm, so stay at home!*

Answers:

Cairo = rainy symbol
Sharm El-Sheikh = ice symbol
Alexandria = windy symbol
Luxor = storm symbol

STUDENT'S BOOK page 113

5 Listen again and complete the table

1 Say *Look at the table.*
2 Ask a student to read the headings of the table.
3 Say *Listen again and complete with the name of the city and the weather.*
4 Play the audio again.
5 Put students in pairs and tell them to take turns asking each other *What's the weather like in (Cairo)? It's (rainy.)*
6 Move around and monitor students as they talk about the weather in the cities.
7 Check answers: ask some students to read the name of the city and say the weather.

Answers:

City	Cairo	Sharm El-Sheikh	Alexandria	Luxor
Weather	rainy	ice/icy	windy	storm/ stormy

Audioscript

Weatherwoman: *Good morning, everyone! I'm bringing you the news of the weather in Egypt today. It's going to be rainy in Cairo.*
Presenter: *Rainy in Cairo? How often does it rain in Cairo? It's always sunny there!*
Weatherwoman: *I know, but today it's rainy.*
Presenter: *What about Sharm El-Sheikh?*
Weatherwoman: *It's never very cold in Sharm El-Sheikh, but today we have some ice.*
Presenter: *I don't believe it! What about Alexandria?*
Weatherwoman: *It's going to be windy. That's normal – it is sometimes windy in Alexandria.*
Presenter: *Well, thank you. And, finally, what about Luxor?*
Weatherwoman: *Oh, this is very important: Luxor is going to have a storm, so stay at home!*

Extra practice (requires internet access)

1 Put students in pairs again, and say *Let's see the weather in two other cities.*
2 Ask them to look up the weather in two other cities of their choice.
3 Allow students enough time to work.
4 Arrange students into groups.
5 Say *Now tell your classmates about the weather in these two cities.*
6 Move around to monitor students while they talk.

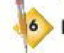
6 Read. Which city is very green?

1 Point to each of the photos and ask students *What can you see?* Tell students to describe the photos.
2 Read the question in the instructions.



5 Listen again and complete the table

City	Cairo			
Weather	rainy			



6 Read. Which city is very green?

The weather in Egypt



We have a nice variety of weather in Egypt, although it is usually very dry. We have very hot summers and the temperature sometimes goes to 50 degrees in some places! Our winters are cooler, and the temperatures can go down to around 12 degrees.

The desert has a very special climate, with very hot days and very cold nights, when the temperature can go to 0 degrees. This means that the people who live in the desert try to keep cool in the day and warm at night.

It doesn't often rain in Cairo – there's only about 25 mm of rain every year. It's very little when you look at London: London has about 600 mm per year. Now you can see why the Nile is so important for everyone in Egypt. It brings the water from the south.

By the sea, it rains a lot more – Alexandria has around eight times more rain than Cairo. That's why it's very green!



7 Read again and write the places

1 It has 25mm per year. ____________
2 It's very dry. It's very hot in the day and very cold at night. ____________
3 It rains a lot – about eight times more than Cairo. ____________

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3 Ask students to read the text to find the answer.
4 Allow students to help each other with new words in pairs.
5 Tell fast finishers they can help their classmates with new words, too.
6 Check the answer: ask a student to read the answer aloud and refer to the text to explain it (the last paragraph supports the answer).

Answer:

Alexandria (because it rains so much).

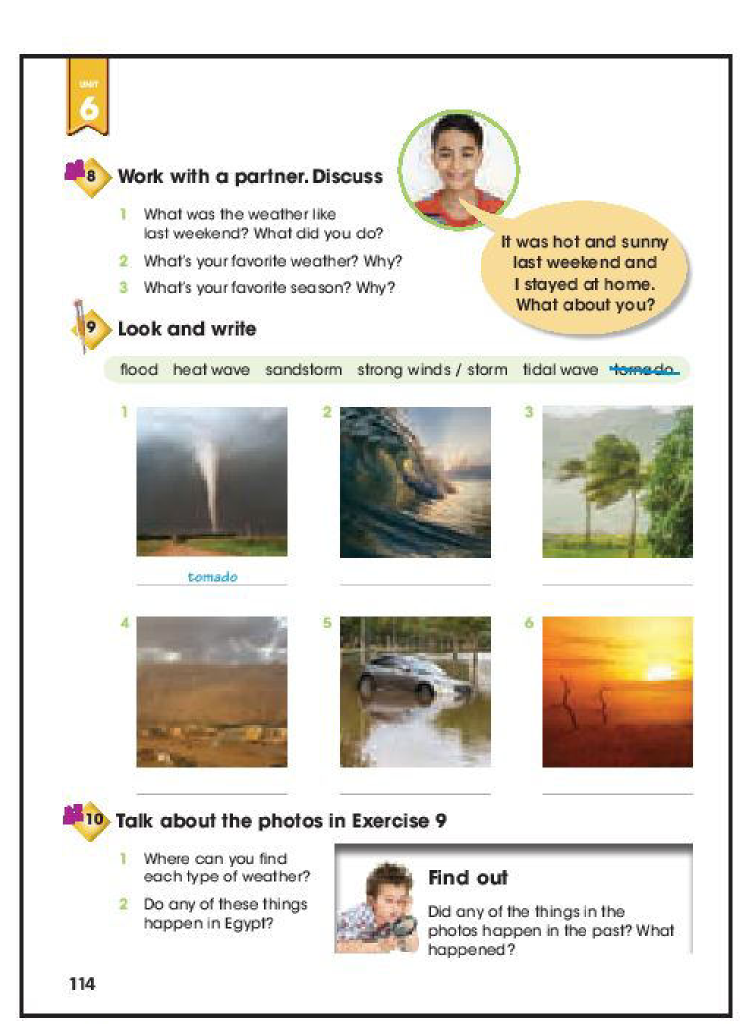
7 Read again and write the places

1 Say *Read the text in Exercise 6 again. Then read the sentences and write the name of the city or place.*
2 Ask students to work individually, but allow them to compare answers in pairs.
3 Tell fast finishers they can underline the part of the text that supports the answer.
4 Check answers: ask three students to read the sentences and answers aloud.

Answers:

1 Cairo   2 the desert   3 Alexandria





STUDENT'S BOOK page 114

8 Work with a partner. Discuss

1 Say *Turn to page 114.*
2 Read the questions. Then say *Discuss the questions in pairs.*
3 Put students in pairs for the exercise.
4 Move around and monitor students, helping if needed.
5 Ask fast finishers to talk about their least favorite weather and season.
6 Ask some students to tell their answers to the class.

Students' own answers

9 Look and write

1 Say *Look at the photos. What can you see?*
2 Help students identify the weather photos. Then say *This is not usual weather. This is extreme weather.*
3 Ask students what *extreme* means in this context. Help them identify that it means unusual and very severe weather conditions.
4 Read the words in the box and ask students to repeat after you.
5 Say *Write the words under the correct pictures.*
6 Allow students to compare answers in pairs.
7 Ask fast finishers to help their classmates.
8 Check answers; ask volunteer students to read the words aloud.

Answers:

1 tornado	2 tidal wave
3 strong winds / storm	4 sandstorm
5 flood	6 heat wave

10 Talk about the photos in Exercise 9

1 Put students in pairs.
2 Say *Look at the photos in Exercise 9 again. Let's talk about them.*
3 Ask a volunteer student to read the questions.
4 Ask students to answer the questions using the photos to help them.
5 Monitor and help students if needed.
6 Tell fast finishers they can switch pairs and tell each other what they have discussed with their previous partner.
7 Ask some volunteer students to tell the class what they discussed.
8 Ask students to read the *Find out* questions. Elicit ideas, then ask them to find out more by asking people at home. Ask them to be ready to tell the class next lesson.

Students' own answers

Extra practice (requires internet access)

1 Ask students to remain in pairs.
2 Say *Search news about extreme weather events around the world.*
3 Allow students some time to do the search. Help them choose key words for the search.
4 Set a time limit for the activity.
5 Ask students to share what they found with the class. They may read the headline only or give basic information: *the extreme weather event, when and where it happened.*

Students' own answers



STUDENT'S BOOK page 115

11 Read Talia's story. What did she and her friend do?

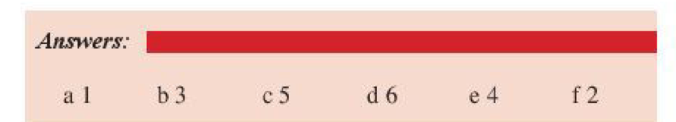
1 Say *Turn to page 115. Look at the story about a heat wave. Do you know the words in bold?* Listen to students' guesses and explain words in more detail.
2 Then say *Let's read the text and answer the question.*
3 Ask students to read the text silently.
4 Allow them to talk to a classmate to check their answers and understanding.
5 Tell fast finishers they can help their classmates look up words they do not know.
6 Check answers; ask a confident student to share the answer with the class.

Answer:

They helped an old lady who had collapsed during a heat wave.

12 Read again, and put the sentences in the correct order

1 Put students in pairs.
2 Ask students to read the text again. Say *Read the text again and order the sentences.*
3 Allow students some time to do this.
4 Ask some students to read the sentences aloud in the correct order.



Answers:

a 1 b 3 c 5 d 6 e 4 f 2

Extra practice

1 Ask students to remain in pairs.
2 Say *Close your books. Retell what you remember from the text.*
3 Have students help each other retell the basic information in Talia's story in their own words.
4 Invite a confident student to tell the story to the class.
5 Allow students to open their books to check if their story is correct.

13 Work with a partner. Discuss

1 Put students in pairs. If possible, change pairs.
2 Have students talk about the questions and refer to the text if needed.
3 Ask some volunteer students to tell the class what they discussed.

11 Read Talia's story. What did she and her friend do?

My heat wave story



The very hot summer became a heat wave. A heat wave is when the temperature goes very high, above 40 degrees, and no one can do anything. We stayed in the **shade** and tried to drink lots of water. Mom asked me and my friend Lamia to go to the store to buy watermelon, grapes, and lemons to make lemonade to cool us down. We went to the store. We came back on the shady side of the street, and past all our friends' houses.

Suddenly, as we were passing Mrs Sohair's house, we heard a **cry**. Mrs Sohair is a very kind lady in her 70s and lives with her son, but he goes to work in the day. Lamia and I were worried and Mrs Sohair's door was a bit open, so we **knocked** and called 'Mrs Sohair!' At first there was no reply, then we heard a quiet voice, 'I'm here!' We went into the kitchen and she was on the floor! 'Help me!' she said. At first, we didn't know what to do, but then I ran outside and saw Mr Monib, who works **nearby**. 'Mr Monib, please help Mrs Sohair!' I called. Mr Monib came running. We all helped get Mrs Sohair onto a chair, then we gave her lots of water and some of our fruit. She said she went to the kitchen to get some water, but she felt ill and fell down because it was so hot. She couldn't get up. She was very happy we heard her, and we were happy we could help her!

12 Read again, and put the sentences in the correct order

a It was a very hot day. 1
b Talia's mom asked them to go to the store.
c Mrs Sohair was lying on the floor.
d Mr Monib and the girls helped Mrs Sohair.
e They were on the street and heard a cry.
f Talia and Lamia stayed in the shade at home.

13 Work with a partner. Discuss

1 Why do you think Mrs Sohair fell down in her kitchen?
2 How do you keep cool in a heat wave?

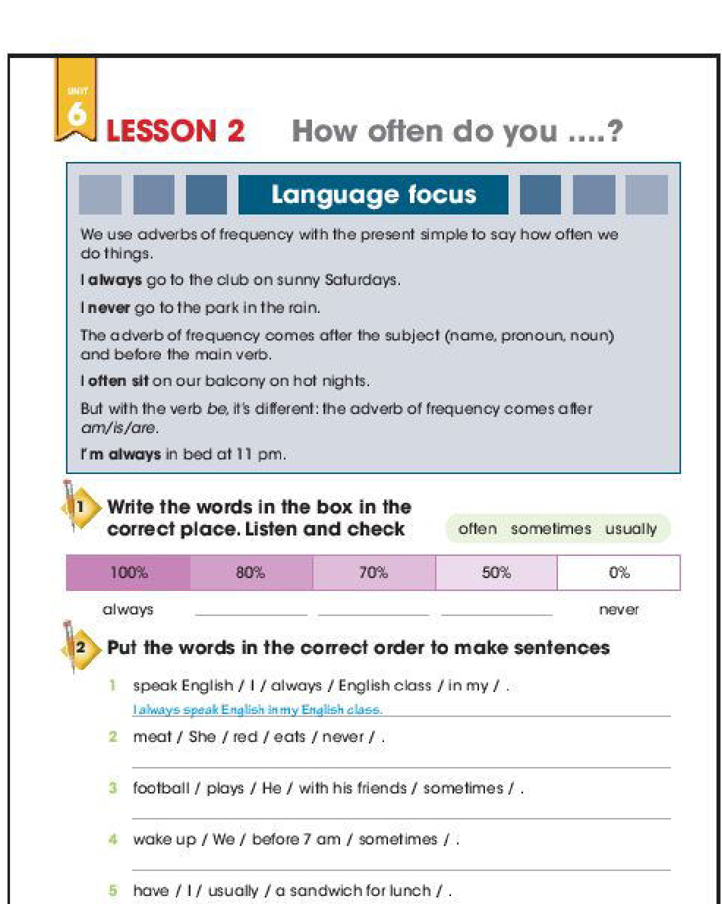
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Suggested answer:

1 Heat can make people feel dizzy and weak, especially if they are old or if they haven't drunk very much water.
2 Drink a lot of water, stay in the shade and wear loose light clothing.

Closing

- Ask students to close their books.
- Arrange them into groups.
- Say *Let's create short extreme weather stories.*
- Assign a different extreme weather event to each group.
- Allow students to base their stories on Talia's story. Give them some ideas on what to write about. Say *Talk about the event, where it happened and when, how the event affected the place, what happened to people, and how the story ended.*
- Move around to monitor students.
- Then put two groups together to tell each other the short story they created.



6 **LESSON 2** How often do you ....?

Language focus

We use adverbs of frequency with the present simple to say how often we do things.

I **always** go to the club on sunny Saturdays.

I **never** go to the park in the rain.

The adverb of frequency comes after the subject (name, pronoun, noun) and before the main verb.

I **often sit** on our balcony on hot nights.

But with the verb *be*, it's different: the adverb of frequency comes after *am/is/are*.

I'm **always** in bed at 11 pm.

1 Write the words in the box in the correct place. Listen and check

often sometimes usually

100%	80%	70%	50%	0%
always	______	______	______	never

2 Put the words in the correct order to make sentences

1 speak English / I / always / English class / in my / .
I always speak English in my English class.
2 meat / She / red / eats / never / .
3 football / plays / He / with his friends / sometimes / .
4 wake up / We / before 7 am / sometimes / .
5 have / I / usually / a sandwich for lunch / .
6 Ola / work / never / is / after / tired / .

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LESSON 2 pages 116-117

Objectives:	To ask and answer questions about adverbs of frequency To practice using the present simple form of verbs
Language:	always, usually, often, sometimes, never
Materials:	Student's Book, pages 116-117 Photos of different activities (such as go to the movies, read a book, eat spaghetti, etc.) Dice (one per group of students)

Opener

- Greet the class, and then have them greet each other in groups of three.
- Have students remain in their groups.
- Give them two minutes to try to remember the weather in their city in the last seven days.
- Say *You have two minutes to remember and write it in your notebook. Be fast!*
- When the time is up, say *stop* and ask students to exchange notebooks with another group.
- If necessary, go online to check the weather for students to see how many they could remember.
- Ask some students *How many days did you write the correct weather for?*
- Ask students to report back about extreme weather events in the past (*Find Out* p. 114)
- If time allows, play a game from the Games Bank with students as well.

Presentation

1 Show the photos to students. Ask *Do you do these activities?*
2 Ask some students to name the activities.
3 Write *adverbs of frequency* on the board and say *I (read a book) on Mondays and Fridays. I often read a book in my free time.*
4 Write the sentence on the board, too.
5 Say *'Often' shows the frequency. I don't read a book every day, but I read a book on some days.*
6 Write other adverbs of frequency on the board and ask some students *And you? Do you often read a book? Do you always read a book? Do you never read a book?* Use students' answers to write examples on the board.
7 When you finish, erase the content from the board.

STUDENT'S BOOK page 116

LANGUAGE FOCUS

1 Say *Look at page 116*
2 Invite a student to read aloud the *Language Focus* box line by line.
3 Then say *Read again, but this time silently.*
4 Next, put students in pairs and tell them to tell each other the examples from the box.
5 Write these examples on the board :
- I always go to school on Monday.
- I'm always in bed at 11.00 pm.
6 Ask *Where are the verbs in these sentences?* (underline 'go' and ''m') Point to the verb 'go' and ask *Is the adverb before or after this verb?* (before). Point to the verb ''be' and ask *Does the adverb go before or after the verb?* (after). *Why?* (frequency adverbs go after the verb *be*)
7 Help students identify where the adverb of frequency goes in the sentences: before the main verb, but after verb *be*.
8 Monitor and help students as necessary.

1 Write the words in the box in the correct place. Listen and check

1 Read aloud the words in the box.
2 Point to the diagram and say *This shows the frequency the words represent. Write the words from the box in the diagram.*
3 Move around to monitor students.
4 Tell fast finishers they can help their classmates.
5 Check answers; ask a confident student to read the words in the diagram in the correct order of frequency, from left to right.

Answers:

always → usually → often → sometimes → never.



2 Put the words in the correct order to make sentences

1 Ask a student to read the example sentence.
2 Then ask *Where is the adverb of frequency?* Help students identify that it is before the verb.
3 Say *The words are not in the correct order. Write sentences with them. Remember to write the adverb of frequency in the correct place.*
4 Monitor and help students if necessary.
5 Tell fast finishers they can rewrite three of the sentences using other adverbs of frequency.
6 Invite volunteer students to read the sentences to the class. Write them on the board.

Answers:

1 I always speak English in my English class.
2 She never eats red meat.
3 He sometimes plays football with his friends.
4 We sometimes wake up before 7 am.
5 I usually have a sandwich for lunch.
6 Ola is never tired after work.

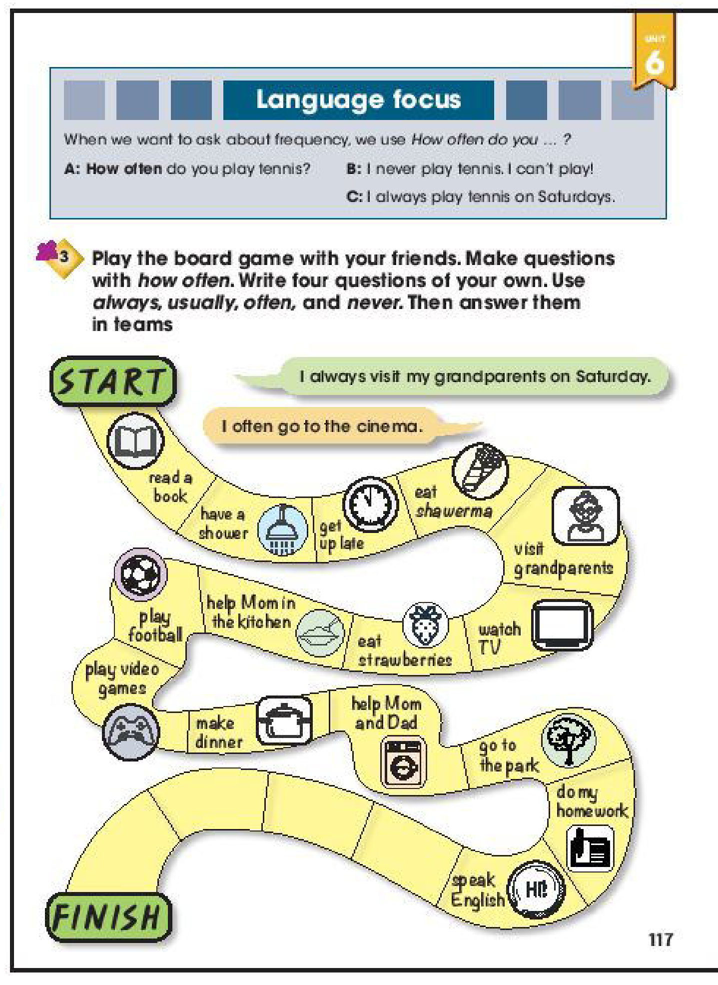
STUDENT'S BOOK page 117

LANGUAGE FOCUS

1 Say *Turn at page 117.*
2 Invite a student to read aloud the *Language Focus* box.
3 Then say *Read again, but this time silently.*
4 Next, put students in pairs and tell them to role-play the short dialog.
5 Monitor and help students as necessary.
6 Ask *What words do we use to ask about frequency?* (How often)
7 On the board, write other example dialogs with students.

3 Play the board game with your friends. Make questions with *how often*. Write four questions of your own. Use *always, usually*, often, and never. Then answer them in teams

1 Say *Let's play a board game.*
2 Point to the board game and ask two students to read the model dialog.
3 Arrange students into groups, then distribute the dice and ask students to choose an eraser or a paper clip to use as a token (which they will move around as they play the game).
4 Explain the rules. Say *Roll the dice and check the number. Move your token the same number of squares. Make a question with 'How often'. Then say how often you do the activity.*
5 Say *The winner is the first person to get to the end.*
6 Before they begin playing, tell them to think of four different activities and write them in the spaces in the board game (e.g., eat chocolate, write emails, meet my friends, read a book).


UNIT 6

Language focus

When we want to ask about frequency, we use *How often do you ... ?*

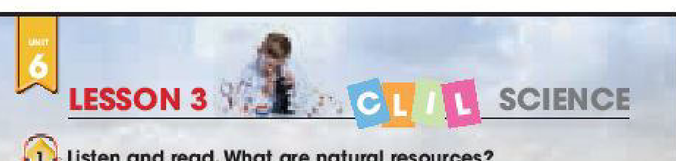
A: How often do you play tennis?
B: I never play tennis. I can't play!
C: I always play tennis on Saturdays.

3 Play the board game with your friends. Make questions with *how often*. Write four questions of your own. Use *always, usually, often,* and *never.* Then answer them in teams

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7 Tell students to start playing.
8 Have fast finishers play the game again.

Students' own answers



1 Listen and read. What are natural resources?

Our world is amazing. It gives us many things so we can have food, clothes, and build our houses. The things **nature** gives us are called **natural resources**. We can use these to **stay alive** and keep healthy. Some examples of natural resources are water, clean air, animals, forests, soil, fossil fuels like oil and coal, and **minerals** like gold and **copper**.

Water is the most important of all natural resources because all living things need it to stay alive. We use it to drink, to give to our animals, and to grow plants. We also use it for cleaning, for clean energy, and for transporting people and goods.

Clean air is also important to keep us and our crops healthy. We make furniture from trees. We grow food in the soil. **Fossil fuels** like oil, coal, and gas are also natural resources. They give us energy for our houses and fuel for our cars. But fossil fuels make the air polluted and we can't **renew** them.

Other natural resources are minerals, and these include gold, silver, **tin**, copper, **lead**, and **zinc**. We use gold and silver to make beautiful jewelry. We use the other minerals to make things like cell phones, pipes in our houses, cookers and fridges in our kitchens, computers, and cars.

All these natural resources are important for our **economies**. We take the natural resources and use them to make new products. We then sell the products to other countries and buy things too.

2 Complete the summary of the text

We use natural resources every day in our lives. The most important natural resource is 1 ____________ as we need it to survive. Clean 2 ____________ is also very important. We use the 3 ____________ from trees to make our furniture and houses. We get our energy from fossil 4 ____________. As well as these, 5 ____________ are also important for making things like fridges and cell phones. We use all these natural resources to make products to buy and sell to other 6 ____________.

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LESSON 3 pages 118-119

Objectives:	To learn about natural resources from plants, animals, and mineral resources To categorize natural resources To discuss the importance of natural resources To write a short paragraph about natural resources
Vocabulary:	*nature, natural resources, stay alive, minerals, copper, fossil fuels, renew, tin, lead, zinc, economies*
CLIL:	Science
Materials:	Student's Book, pages 118-119 Photos of different natural resources (such as leather, gas, oil, water, copper, and wood) Tape

Opener

- Greet the class, and then have them greet you back.
- Show students the photos of natural resources you brought to class.
- Ask *What are these?* Help students say the names of the resources in English.
- Then ask *What do you know about these resources? What can we use them for?*
- Help students with the prompt *We can use (wood) to (build houses).*
- Use tape to stick the pictures to the board and write numbers above them. Say *Now let's play a game.*
- Put students in pairs A and B and have student B in each pair stand with their back to the board.
- Assign a number to each pair, to match to the numbers you gave the pictures.
- Say *Student A, Look at the photo with your number. Draw it for your partner. Your partner has 30 seconds to guess what resource it is.*
- If time allows, have students switch places and assign new numbers to the pictures so students can draw something else.

STUDENT'S BOOK page 118

5 Listen and read. What are natural resources?

1 Say *Look at page 118.*
2 Ask a student to read the question in the rubric.
3 Say *Listen and read the text to find the answer.*
4 Play the audio once, then allow students to read it again at their own speed.
5 Allow students to talk about the answer in pairs. Tell them to help each other with new words, too.
6 Check answers; ask a volunteer student to say the answer to the class.

Audioscript

Our world is amazing. It gives us many things so we can have food, clothes, and build our houses. The things ***nature*** *gives us are called* ***natural resources****. We can use these to* ***stay alive*** *and keep healthy. Some examples of natural resources are water, clean air, animals, forests, soil, fossil fuels like oil and coal, and* ***minerals*** *like gold and* ***copper****. Water is the most important of all natural resources because all living things need it to stay alive. We use it to drink, to give to our animals, and to grow plants. We also use it for cleaning, for clean energy, and for transporting people and goods.*

Clean air is also important to keep us and our crops healthy. We make furniture from trees. We grow food in the soil. ***Fossil fuels*** *like oil, coal, and gas are also natural resources. They give us energy for our houses and fuel for our cars. But fossil fuels make the air polluted and we can't* ***renew*** *them.*

Other natural resources are minerals, and these include gold, silver, ***tin****, copper,* ***lead****, and* ***zinc****. We use gold and silver to make beautiful jewelry. We use the other minerals to make things like cell phones, pipes in our houses, cookers and fridges in our kitchens, computers, and cars.*

All these natural resources are important for our ***economies****. We take the natural resources and use them to make new products. We then sell the products to other countries and buy things too.*



Answers:

Natural resources are the things nature gives us including water, clean air, animals, forests, soil, fossil fuel, and minerals.

2 Complete the summary of the text

1 Ask students to read the text again.
2 Say *Look at Exercise 2. This is a summary of the text. A summary is a short version. It has all the important facts in it.*
3 Put students in pairs and ask them to read the summary together, and decide which words are missing. Remind them to read to the end of every sentence before they think about the missing words.
4 Move around as they work and offer help where needed.
5 Ask different students to read out one or two sentences each of the completed text.

Answers:

1 water	2 air	3 wood
4 fuels	5 minerals	6 countries

STUDENT'S BOOK page 119


3 Read again. Then look and write the natural resources in the correct group

fruit leather silver milk copper
nuts eggs tin cans wood cotton

Natural resources from plants	Natural resources from animals	Mineral resources
fruit		

4 Say the natural resource in each photo. What can we do with it? Why is it important for our economy?

5 Work with a partner. Discuss and write 30-40 words in your notebook

1 What natural resources do you use in a day? Make a list.
2 Which natural resources are the most important for our economy? Why?

119

3 Read again. Then look and write the natural resources in the correct group

1 Say *Look at the photos. What do you see? How are they related?* (they are natural resources).
2 Help students identify the photos showing natural resources.
3 Say *These photos are from different groups of natural resources. Write the words in the correct group.*
4 Tell students to read the text again if needed.
5 Ask fast finishers to look up one more natural resource for each of the three categories.
6 Tell students to compare answers in pairs.
7 Invite some students to read the words of each category aloud.

Answers:

Natural resources from plants	Natural resources from animals	Mineral resources
fruit	leather	silver
nuts	milk	copper
wood	eggs	tin cans
cotton		

4 Say the natural resource in each photo. What can we do with it? Why is it important for our economy?

1 Check that students understand what "economy" means (a system of organizing the money, industry, and trade of a country or region). Conduct a class discussion on the activities which help or do not help the economy of the country. Say *Look at page 119*. Ask *What natural resource can you see in each photo?*
2 Write students' ideas on the board.
3 Ask the questions in the instructions.
4 Put students in pairs to discuss the answers.
5 Move around and monitor their conversations.
6 Check answers; invite some students to share their ideas with the class.

Suggested answers:

1 Soil - We can use soil for growing crops and feeding our population; we can then trade our crops with other countries.
2 Gold - We can use gold for jewelry, medals, investment, dentistry, and electronics. It is very valuable and important for our economy, especially that there are a lot of mines in our country.
3 Wood - We can use wood for fire, furniture, structure of buildings, and paper. It is very important as we can sell wood or goods made from wood abroad.
4 Water - Water is important for everything – humans need water in their homes for drinking, cooking, and cleaning; it is also important for keeping animals and growing crops.



5 Work with a partner. Discuss and write 30-40 words in your notebook

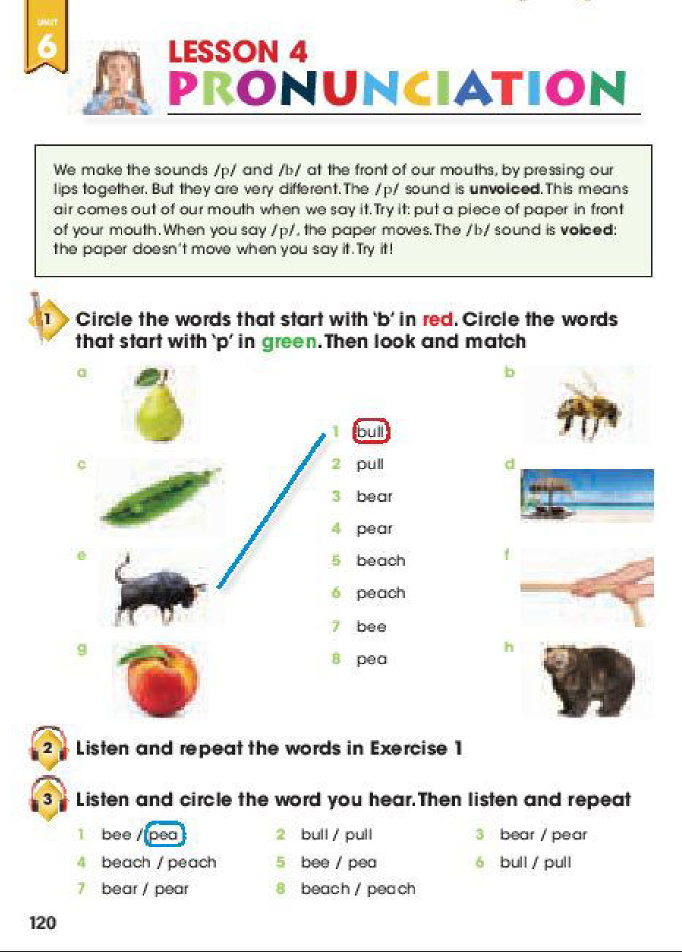
1 Put students in pairs.
2 Ask a volunteer student to read the questions. Say *Discuss these questions*.
3 Move around to monitor students' discussions. Remind them to make notes, as they will need them later.
4 Tell fast finishers they can also say what they use the natural resources listed in question 1 for.
5 Ask some volunteer students to tell the class what they discussed.
6 Ask *What natural resources do most of us use?* Have students answer based on their class's answers.
7 Encourage students to use their notes and ideas from the discussion to write their answers to the two questions. Go around and help where needed.
8 Invite volunteers to read their work out to the class. Say *Well done*.

Suggested answer:

1 Clothes, food, water, books, paper and pencils, school bag, shoes, transportion, and electricity.
2 Gas – used for heating our homes/cooking
Air/Wind – used for growing crops/clean energy – wind turbines
Oil – gasoline in cars/plastics
Crops – used to feed the population and to trade with other countries
Animals – used for food and goods like wool and leather; also for company and sports

Closing

- Ask students to close their books.
- Arrange them into groups.
- Say *Let's think of ideas to save natural resources e.g. water in our school. Where is there water in our school? How can we save it?*
- Allow students some minutes to talk about the places where there is water in their schools, such as the canteen and the restrooms. Then have them think of ways to save water.
- Encourage students to think of awareness posters or faucets with sensors, for example.
- Invite one student in each group to share their ideas with the class.



UNIT 6

LESSON 4
PRONUNCIATION

We make the sounds /p/ and /b/ at the front of our mouths, by pressing our lips together. But they are very different. The /p/ sound is **unvoiced**. This means air comes out of our mouth when we say it. Try it: put a piece of paper in front of your mouth. When you say /p/, the paper moves. The /b/ sound is **voiced**: the paper doesn't move when you say it. Try it!

1 Circle the words that start with 'b' in red. Circle the words that start with 'p' in green. Then look and match

a b c d e f g h

1 bull
2 pull
3 bear
4 pear
5 beach
6 peach
7 bee
8 pea

2 Listen and repeat the words in Exercise 1

3 Listen and circle the word you hear. Then listen and repeat

1 bee / pea 2 bull / pull 3 bear / pear
4 beach / peach 5 bee / pea 6 bull / pull
7 bear / pear 8 beach / peach

120

LESSON 4 — pages 120-123

Objectives:	To practice pronunciation of /b/ and /p/ To practice pronunciation of words with silent letters To review measurements in English To practice converting between common units of measurements
Vocabulary:	*beach, bear, bee, bull, pea, peach, pear, pull; answer, butcher, climb, hour, island, knee, knife, castle, sign, two, wrist, write; fraction, denominator, minus, plus, equals*
CLIL:	Math
Materials:	Student's Book, pages 120-123 Audio file Coloring pencils Pieces of paper for students to practice /p/ and /b/ Tape measures, scales Access to the internet

Opener

- On the board, write the tongue twister *Peter Piper*. See it below:
  - *Peter Piper ate a pickled pepper.*
- Say each word and have students repeat.



- Repeat the sentence and tell students to put their palm in front of their mouths to feel the air that hits it when the letter 'P' is pronounced.
- Demonstrate and say *Put your palm in front of your mouth. When you say a word with P, you can feel the air: "Peter Piper ate a pickled pepper."*
- Have students try once, saying each sentence slowly.
- Ask *can you think of a similar sound to /p/?*
- Listen to their ideas, but do not confirm them yet.

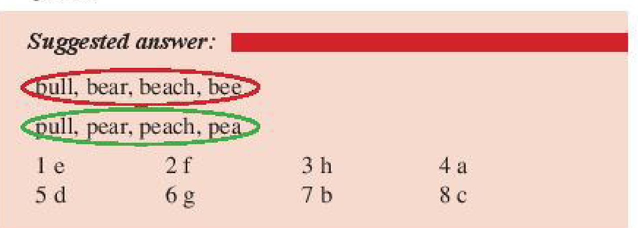
STUDENT'S BOOK page 120

Presentation

1 Say *Look at page 120 and read the information in the green box.*
2 Model the sounds of /p/ and /b/ for the students. Encourage students to say the sounds as well.
3 Ask *Can you say words beginning with /b/?* Repeat with /p/.

1 Circle the words that start with 'b' in red. Circle the words that start with 'p' in green. Then look and match

1 Say *Look at Exercise 1. What do you see?*
2 Ask students to say the words they already know.
3 Point to the words and ask students *What is it?* Encourage students to say the words.
4 Say *Pick up a red and a green pencil. Circle the words with 'b' in red and the words with 'p' in green. Then match the words to the photos.*
5 Monitor and help students if needed.
6 Tell fast finishers they can think of other words with *b* and *p*.
7 Ask two students to say the words they circled in each color. Then ask the class to say the letter of the corresponding photo.



Suggested answer:

bull, bear, beach, bee
pull, pear, peach, pea

1 e	2 f	3 h	4 a
5 d	6 g	7 b	8 c

2 Listen and repeat the words in Exercise 1

1 Ask students to look at the words in Exercise 1 again.
2 Say *Listen to the audio and repeat the words.*
3 Play the audio for students to listen and repeat.
4 Help students identify the difference in sound between the letters. Show them that for /b/ you need to use your voice, but for /p/ you only produce air, no voice.

Audioscript

1 pea	*2 bull*	*3 bear*	*4 peach*
5 bee	*6 pull*	*7 pear*	*8 beach*

3 Listen and circle the word you hear. Then listen and repeat

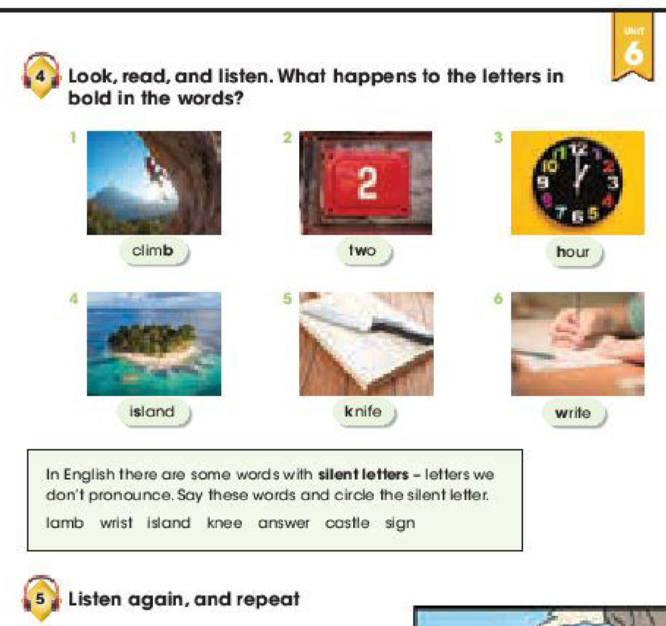
1 Ask different students to read the pairs of words. Help them with pronunciation.
2 Say *Listen and circle the correct word.*
3 Play the audio and pause after each word.
4 Say *Now listen again and check your answers.*
5 Play the audio without pausing.
6 Check students' pronunciation.
7 Play the audio a third time for students to listen and repeat.

Audioscript

1 pea	*2 bull*	*3 bear*	*4 peach*
5 bee	*6 pull*	*7 pear*	*8 beach*

Answers:

1 pea	2 bull	3 bear	4 peach
5 bee	6 pull	7 pear	8 beach


UNIT 6

4 Look, read, and listen. What happens to the letters in bold in the words?

1 climb 2 two 3 hour

4 island 5 knife 6 write

In English there are some words with **silent letters** – letters we don't pronounce. Say these words and circle the silent letter.

lamb wrist island knee answer castle sign

5 Listen again, and repeat

6 Listen and write. Then read aloud

He was 1 __________ on an 2 __________ with his 3 __________ cats. He fell onto a beach and hurt his 4 __________. But he was very lucky – he had a 5 __________ so he could make a bandage and then 6 __________ a message in the sand. Two 7 __________ later, people came to save him!



121

STUDENT'S BOOK page 121

4 Look, read, and listen. What happens to the letters in bold in the words?

1 Point to the photos and ask *How do you say these words?*
2 Listen to students' guesses, but do not correct their pronunciation yet.
3 Say *The letters in bold in these words have one thing in common. Listen and think.*
4 Play the audio. Then ask *What do the letters have in common?*
5 Help students identify the letters in bold are all silent.
6 Say *Look at page 121 and read the information in the green box.*
7 Model the pronunciation of the words for students. Encourage them to say the words as well.
8 Say *Circle the silent letters, the letters we didn't say.*
9 Ask students to compare answers in pairs.
10 Tell fast finishers to think of other words with silent letters and write them in their notebooks.
11 Ask some students to say aloud the letters they circled.

Audioscript

1 climb	*2 two*	*3 hour*
4 island	*5 knife*	*6 write*

Answers:

- They're all silent.
- lamb (b) wrist (w) island (s)
  knee (k) answer (w) castle (t)
  sign (g)

5 Listen again, and repeat

1 Say *Look at the words again. Listen and repeat.*
2 Play the audio and pause after each word for students to repeat.
3 Correct any pronunciation mistakes you identify.

Audioscript

1 climb	*2 two*	*3 hour*
4 island	*5 knife*	*6 write*

6 Listen and write. Then read aloud

1 Say *Look at the picture. What is the man doing? Where is he? What is he carrying?* (He's climbing. He's on an island. He's carrying two cats!)
2 As students answer, help them with the correct pronunciation of *climbing and island.*
3 Say *This is his story. Let's listen and complete with the missing words.*
4 Play the recording once.
5 Play the recording again, and pause after each sentence.
6 Check answers with the class. Ask a volunteer student to read the paragraph aloud.

Audioscript

Speaker: *He was climbing on an island with his two cats. He fell onto a beach and hurt his wrist. But he was very lucky – he had a knife, so he could make a bandage and write a message in the sand. Two hours later, people came to save him!*

Answers:

1 climbing	2 island	3 two
4 wrist	5 knife	6 write
7 hours		

Extra practice

1 Put students in pairs.
2 Tell them to take turns reading aloud the paragraph in Exercise 6 to each other.
3 Remind them to pay attention to the silent letters and not pronounce them.
4 Move around to monitor their reading aloud.



STUDENT'S BOOK page 122

CLIL: MATH

Presentation

1 Say *Look at page 122.*
2 Ask *What do you use to measure things in the classroom?* (a ruler).
3 Read the information in the first green box with the class.
4 Help students say the measurements in English.
5 Ask questions about units of measurement: *How many meters is one kilometer?* (1,000) *How many millimeters is one centimeter?* (10) *How many meters is 100 centimeters?* (1) *How many millimeters is one kilometer?* (1,000,000)
6 Check that students understand further by asking them to compare the measurements. Ask *Is a kilometer longer than a meter?* (yes), *Is a millimeter bigger than a centimeter?* (no), *Is a meter longer than a centimeter?* (yes)

1 Think and write

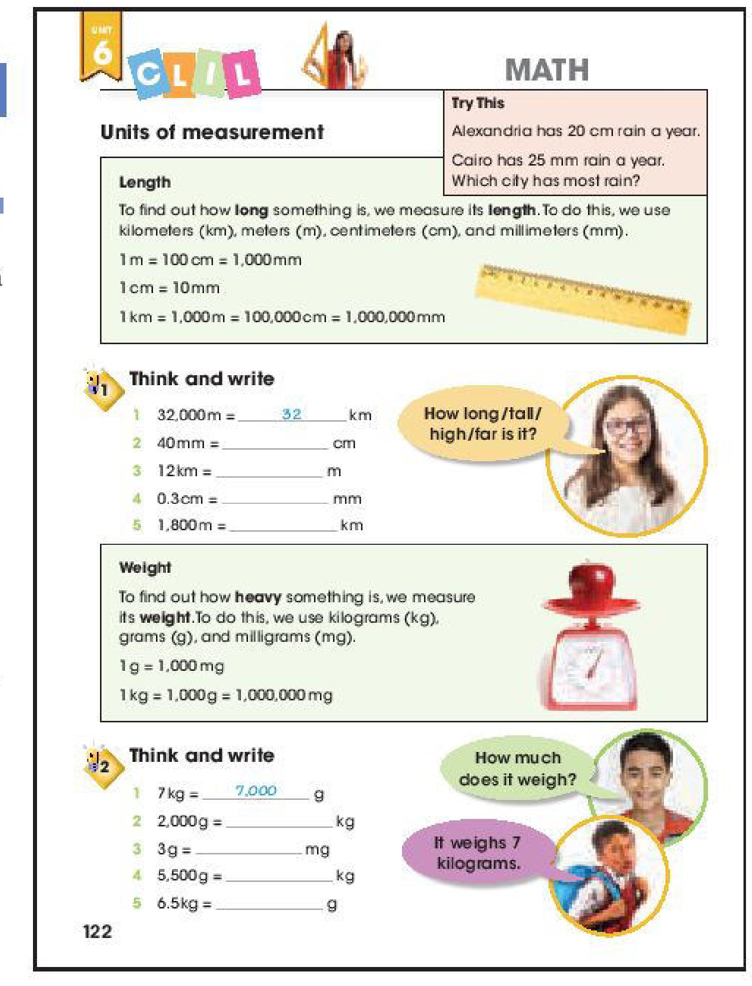
1 Write 1 km = __ m on the board. Ask *How many meters are there in 1 kilometer?* Elicit the answer (1,000) and write it in the blank. Under this sum, write ___*km = 32,000 m.* Say *If 1km is the same as 1,000m, how many kilometers is 32,000m?* Elicit the answer (32) and write it in the blank.
2 Repeat this procedure with millimeters and centimeters. Write 1 cm = ___ mm (10). Then write 40mm = __cm and elicit the answer (4).
3 Read the text in the *Try This* box. Have students discuss in pairs then elicit the answer (Alexandria). Ask *How many millimeters of rain does Alexandria have?* (200)
4 Say *Look at Exercise 1. Complete the measurements.*
5 Allow students some time to convert the measurements in pairs.
6 Tell fast finishers they can cover the answers and try to calculate the result in their head.
7 Check answers both orally and on the board.
8 Draw students' attention to the speech balloon. Read it aloud. Ask *Do we use 'how far?' or 'how tall?' with kilometers?* (how far) *Do we use 'how tall?'* or *'how long?' with meters to ask about somebody's height?* (how tall) *Do we use 'how high?' or 'how far?'* to ask about a building? (how high).

Answers:

1 32   2 4   3 12,000   4 3   5 1.8

2 Think and write

1 Ask students to look at the picture of the scale. Ask *What is it? What do we use it for?*
2 Write *kg*, *g*, and *mg* on the board. Say *We use these to measure weight, or how heavy something is.*
3 Read the information in the second green box with the class. Help students say the measurements in English.
4 Ask questions about the measurements: *How many grams is one kilogram?* (1,000) *How many milligrams is one gram?* (1,00) *How many kilograms is 1 million milligrams?* (1).



5 Check that students understand further by asking them to compare the measurements. Ask *Is a kilogram heavier than a gram?* (yes), *Is a milligram bigger than a kilogram?* (no), *Is a meter longer than a centimeter?* (yes).
6 Say *In Activity 1, we changed measurements with kilometers, meters, and millimeters. Now we are going to change measurements with kilograms, grams, and milligrams.*
7 Say *Look at the measurements. Complete them.*
8 Allow students some time to convert the measurements in pairs.
9 Tell fast finishers they can cover the answers and try to calculate the result in their head.
10 Check answers both orally and on the board.
11 Draw students' attention to the speech balloon. Read it aloud and check that students understand it.

Answers:

1 7,000   2 2   3 3,000
4 5.5   5 6,500

Extra practice

1 Say *Write a length in meters and a weight in milligrams in your notebook.*
2 Ask students to switch notebooks with a partner.
3 Say *Write the length in kilometers and millimeters and write the weight in grams and kilograms.*



3 Think, research, and write the numbers and units

1. How tall are you? ___________
2. How high is Mount Catherine? ___________
3. How far is it from Egypt to London? ___________
4. How much does an apple weigh? ___________
5. How much do five potatoes weigh? ___________
6. How much does your bag weigh? ___________

4 Work with a partner. Play tic-tac-toe. Listen to your teacher for instructions

500m = ______ km	7.3kg = ______ g	0.8 cm = ______ mm
2,200g = ______ kg	5 g = ______ mg	6.7km = ______ m
30mm = ______ cm	900 g = ______ kg	2,500m = ______ km

123

4 Move around and help students.
5 Put students in pairs and ask them to read the measurements to their partners, saying the result too.

STUDENT'S BOOK page 123

3 Think, research, and write the numbers and units

1 Put students in pairs.
2 Read the questions aloud. Say *Answer the questions in pairs*. Provide tape measures, scales, and access to the Egyptian Knowledge Bank or the internet for students to find out the answers.
3 Move around and monitor students.
4 Check answers with the class. Invite several different students to share their answers to questions 1 and 6, as the answers will be different.

Answers:

1 Students' own answers
2 2629 meters
3 3772 kilometers from Egypt (Cairo) to London
4 Between 150 - 250 grams (one average apple)
5 Between 700 – 1400 grams (five medium potatoes).
6 Students' own answers

4 Work with a partner. Play tic-tac-toe. Listen to your teacher for instructions

1 Put students in pairs.
2 Ask *How do we play tic-tac-toe?*
3 Review the rules of the game with the class. (Games Bank, page 164)
4 Point to the grid in their books and say *This is a math tic-tac-toe. Play with your partner.*
5 Model the exercise if needed.
6 Move around and monitor students.
7 Tell fast finishers they can play again with another partner.
8 Check the answers of all fractions orally.

Answers:

500 m = 0.5 km	7.3 kg = 7,300 g	0.8 cm = 8 mm
2,200 g = 2.2 kg	5 g = 5,000 mg	6.7k m = 6,700 mm
30 mm = 3 cm	900 g = 0.9 kg	2,500 m = 2.5 km

Closing

- Ask students to close their books.
- Say *Stand up and make a circle*. Give one student a ball and ask them to throw it around the circle as quickly as possible.
- At any given moment, call out *Stop!* Students stop throwing the ball. Ask the student holding the ball to convert one of the measurements in activities 1 or 2, e.g., *How many kilograms is 7,000g?* If the student can answer the question correctly, the game resumes as normal.
- Continue playing the game in this way, calling out *Stop* when different students are holding the ball.



LESSON 5 pages 124-125

Objectives:	To understand an account of extreme weather To write an account of an extreme weather event To discuss ways to keep safe in extreme weather
Vocabulary:	*drought, extreme, flood, heat, safe, sandstorm, tornado, weather*
Materials:	Student's Book, pages 124-125 Photos showing the consequences of an extreme weather event Internet access (optional)

Opener

- Greet students and allow them to greet each other in small groups.
- Show them the photos you brought to class, but do not tell them what extreme weather event they refer to, nor where it is.
- Ask *Do you know what happened here? Do you know this place?*
- Ask students to discuss ideas in pairs.
- Then invite some students to share their ideas with the class.
- If possible, go online with students so they can check more about the extreme weather event in the photos.

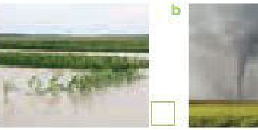
STUDENT'S BOOK page 124



LESSON 5 WRITING

1 Read. What extreme weather in England is the writer describing? Check (✓) the correct photo below

I was at school with my classmates. Then it started to get dark. We went outside. Then I saw the ... and it was very frightening. It was a very big, wide, black cloud. As it came near us, it was getting bigger and it was twisting around. We could see things in it, like doors and bits of houses! When it was closer, it got even wider and darker. We could see it was moving slowly, and we could see it was damaging buildings. The next day, we found out that the ... hurt a lot of people, and destroyed many homes and other buildings.

a  b  c 



2 Find out! Check your answers with your teacher

1 Does this extreme weather event often happen where you live?
2 What does it look like? What happens?
3 How do people try to protect themselves against it?

3 Read another account of an extreme weather event. The words in bold are wrong. Can you correct them?

One day, my family and I were driving through the desert to visit my cousins. After twenty minutes, I **loked** out of the window and saw a sandstorm. Soon, there **were** a lot of sand in the air outside the car and it was very difficult to **sea**. We closed all the windows, but it was now very dark. There **was** other cars on the road. Were they going to hit us? I was really scared. My father moved the car off the road and we stopped. We didn't see **some** more cars on the road, but the sandstorm moved very slowly. Then, suddenly, it moved away. We saw the **son** again and drove on through the desert!

124

1 Read. What extreme weather is the writer describing? Check (✓) the correct photo below

1 Say *Look at page 124.* Explain that the text presents an account of an extreme weather. (An account of a phenomenon reports or describes the events in proper order e.g. beginning, middle, and end).
2 Ask students *What can you see in the photos?* (a flood, a tornado, a drought). Write the words on the board.
3 Read the question and say *Read and check the correct photo.*
4 Allow students some time to read the text silently.
5 Check answers orally.
6 Put students in pairs and ask them to retell the account to each other, referring to the text when needed.

Answer:

b, a tornado

2 Find out! Check your answers with your teacher

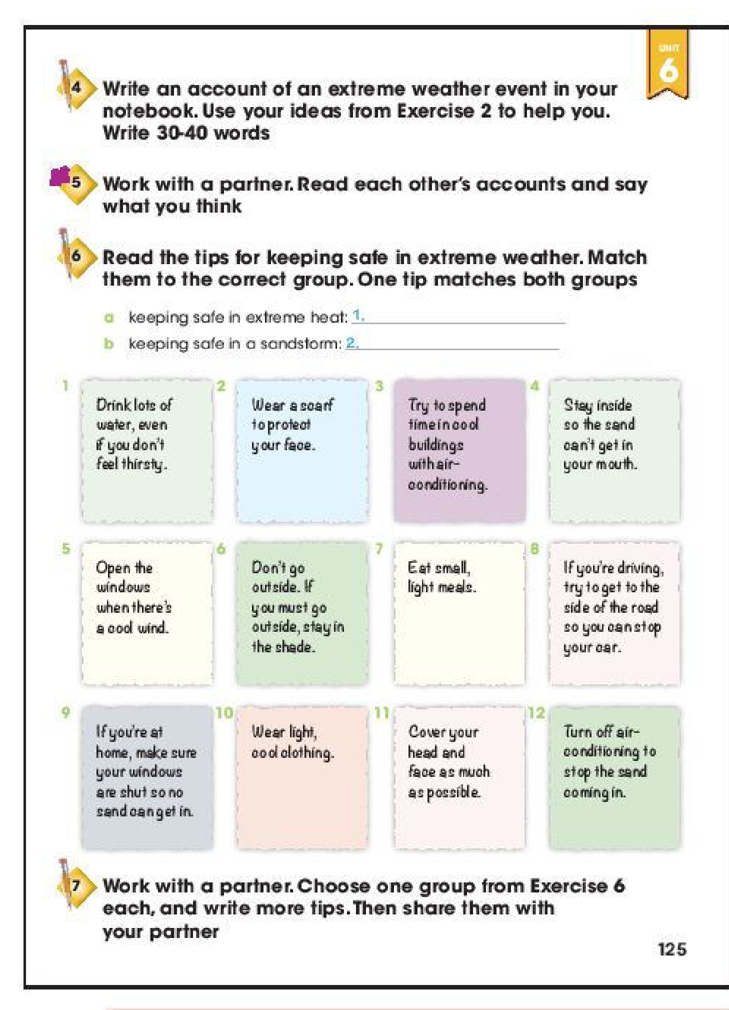
1 Say *Look at Exercise 2.*
2 Ask a student to read the three questions.
3 Allow students some time to think about the answers individually.
4 Put them in pairs to discuss their ideas.
5 Move around and help them as needed.
6 Tell fast finishers they can write their ideas in their notebooks.
7 Ask different students to share their ideas with the class. Then read the answers to them yourself.

Answers:

1 Tornadoes don't often happen in Egypt.
2 They are a violent rotating twist of air. They develop from thunderstorms on the ground.
3 People protect themselves by staying inside or going into tornado shelters

3 Read another account of an extreme weather event. The words in bold are wrong. Can you correct them?

1 Tell students *Let's practice correcting mistakes in a text.*
2 Say *Read another account of extreme weather and correct the words in bold.*
3 Allow students some time to do the exercise individually.
4 Ask fast finishers to help their classmates.
5 Check answers as a class: ask some students to spell the correct words and write them on the board.
6 Invite a student to read the account aloud.
7 Ask students to rewrite the whole story correctly in the lines provided.


UNIT 6

4 Write an account of an extreme weather event in your notebook. Use your ideas from Exercise 2 to help you. Write 30-40 words

5 Work with a partner. Read each other's accounts and say what you think

6 Read the tips for keeping safe in extreme weather. Match them to the correct group. One tip matches both groups

a keeping safe in extreme heat: 1, ______
b keeping safe in a sandstorm: 2, ______

1 Drink lots of water, even if you don't feel thirsty.	2 Wear a scarf to protect your face.	3 Try to spend time in cool buildings with air-conditioning.	4 Stay inside so the sand can't get in your mouth.
5 Open the windows when there's a cool wind.	6 Don't go outside. If you must go outside, stay in the shade.	7 Eat small, light meals.	8 If you're driving, try to get to the side of the road so you can stop your car.
9 If you're at home, make sure your windows are shut so no sand can get in.	10 Wear light, cool clothing.	11 Cover your head and face as much as possible.	12 Turn off air-conditioning to stop the sand coming in.

7 Work with a partner. Choose one group from Exercise 6 each, and write more tips. Then share them with your partner

125

Answers:

I looked out of the window
There was a lot of sand
It was difficult to see
There were other cars
We didn't see any more cars
We saw the sun again

STUDENT'S BOOK page 125

4 Write an account of an extreme weather event in your notebook. Use your ideas from Exercise 2 to help you. Write 30-40 words

1 Read the instructions and tell students to work individually.
2 Say *In your notebook, write an account of an extreme weather event, for example, a tornado. You can make up some details.*
3 Allow students to go back to Exercise 3 for a model.
4 Move around and monitor students, offering help if needed.
5 Provide students with some suggestions on how they can start the sentences in their account. Write them on the board, e.g., *I was at (place)… Then (what happened and what did you do?)… The next day…/In the end,…/After that,…*
6 Ask fast finishers to review their accounts and check for mistakes. They can also add more details to it and help some classmates who need assistance organizing their accounts.

Students' own answers

5 Work with a partner. Read each other's accounts and say what you think

1 Put students in pairs.
2 Say *Read your account to your partner. Ask for feedback.*
3 Ask students to take turns reading the account and giving feedback.
4 Give them some ideas of feedback and write some questions on the board: *Does the account make sense? Does the account have a beginning, middle, and end? Is it creative? Are there spelling mistakes? Are there grammar mistakes?*
5 Move around and monitor students' conversations.
6 Invite one or two students to read their accounts to the class.

Students' own answers

6 Read the tips for keeping safe in extreme weather. Match them to the correct group. One tip matches both groups

1 Say *Imagine you are in a sandstorm. What can you do to keep safe?*
2 Listen to some of their ideas.
3 Tell students to look at page 125. Ask students to read the instructions silently for a minute.
4 Say *Read the tips and match them to the correct group.*
5 Allow students some time to read and match.
6 Ask fast finishers to write two more tips in their notebooks. Allow them to go online if needed.
7 Check answers orally. Invite some students to read the tips of each group.

Answers:

keeping safe in extreme heat: 1, 3, 5, 6, 7, 10
keeping safe in a sandstorm: 2, 4, 7, 8, 9, 11, 12

7 Work with a partner. Choose one group from Exercise 6 each, and write more tips. Then share them with your partner.

1 Say *Now we are going to think about other tips for keeping safe in extreme heat or a sandstorm.*
2 Say *Choose extreme heat or a sandstorm and write some more tips.*
3 Give students time to write some tips individually.
4 Put students in pairs. Say *Now share your tips with each other. What do you think about your partner's tips?*
5 Invite some students to share their tips with the class.

Students' own answers

Closing

- Put students into groups.
- Assign one extreme weather condition from Exercise 6 to each group.
- Say *Imagine you are in this extreme weather condition. Act out a scene using a tip to keep safe.*



- Allow students some time to practice and create their scene. Help them use some language and say the tip.
- Ask groups to present their scene and the tip to the class.

LESSON 6 pages 126-127

Objectives:	To make a leaflet about keeping safe in extreme weather To present their leaflets to the class and discuss them To review language learned in the unit To self-assess their progress
Materials:	Student's Book, pages 126-127 A few leaflets in English with simple information and instructions (you may also create two or three leaflets yourself, with simple instructions) Sheets of paper and drawing materials Coloring pencils and markers Access to the internet

Opener

- Greet students and have them greet you back.
- Arrange students into groups and give each group a leaflet or a copy of a leaflet.
- Say *Look at the information. What is this? What is the leaflet about? What does it teach people to do?*
- Have students discuss for a few minutes and help them identify that these are instruction leaflets, that teach people how to do or use something.
- Next, collect the leaflets and rearrange the groups.
- Say *Tell your classmates about the information you read.*
- Move around to monitor their interactions.
- Next, play a game. Display the leaflets and assign a number to them (one and two, or one, two, and three, according to the number of leaflets you have).
- Say *Listen to the descriptions. Clap once for leaflet one or twice for leaflet two.*
- If one of your leaflets is about *Do's and don'ts when visiting the Pyramids of Giza*, you can say *Bring water and a hat* or *don't climb on the pyramids*, and students clap once or twice, according to the number assigned to that leaflet.
- Say five or six different sentences.

STUDENT'S BOOK page 126

1 Work in groups. Discuss and decide

1 Say *Look at page 126. Read the instructions.*
2 Arrange students into groups.
3 Allow them some time to decide on what to write about. Have at least one group write about each of the ideas.

Students' own answers

2 Read and do

1 Say *Look at the text. What can you see?* (A leaflet) *What information can you see?* (It's about how to keep safe in a storm).




LESSON 6 **PROJECT**

1 Work in groups. Discuss and decide

You are going to make a leaflet about keeping safe in extreme weather. Choose a type of extreme weather for your leaflet. Here are some ideas:

- sandstorms
- heavy rain/floods
- extreme heat/cold
- tornadoes



2 Read and do

1 Read the leaflet. Use your dictionary to find the meaning of the words in bold. Look carefully at the headings, text, and pictures.
2 Think about your leaflet. What can you write? What headings and pictures can you use? Do your research.
3 Decide who will do what. Make sure everyone has something to do.
4 Make your leaflet. Use imperatives to give your advice. Remember to check your work at the end.

How to keep safe in a storm

What might happen in a storm?

- There might be very strong winds.
- There might be heavy rain and lightning.
- It might not be safe to go outside – electric wires could fall.
- There might be a **power cut**.
- People on the street, in houses, or in cars might need your help.

How can you protect yourself?

- Stay inside and keep dry.
- Make sure you have candles and **torches** – there might be a power cut.
- Contact your friends and family to check they are safe.
- Don't go anywhere by train – this could be **unsafe**.
- Help anyone who is afraid.
- Don't stand under trees in case lightning **strikes**.
- Don't stand near wires – they could fall and give you an electric shock.



3 Show your leaflet to the class

1 Get up and walk around. Show your leaflet to the other groups.
2 Ask and answer questions about your leaflets.

126

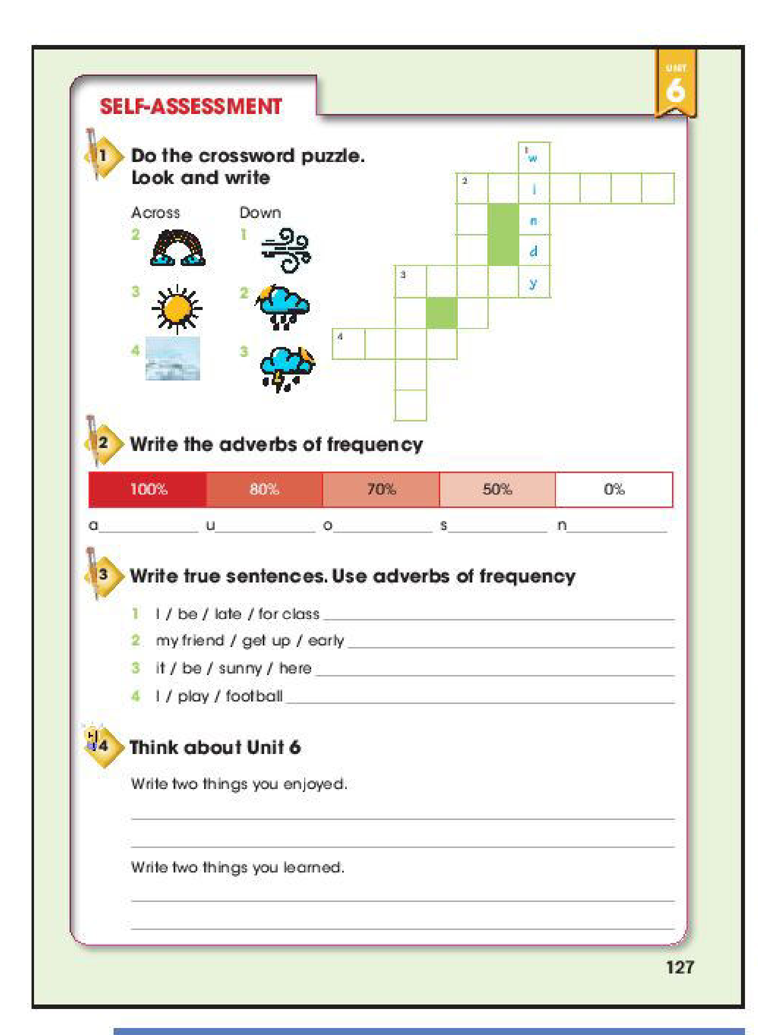
2 Read aloud the instructions and answer students' questions. Review the use of imperative verbs and brainstorm ideas of verbs that students can use.
3 Write some prompts on the board for students who need extra help, e.g. *Go to... to protect yourself from... Don't go... because... Take... with you.*
3 Arrange students into groups and distribute the materials. If possible, organize groups so there are mixed abilities within each group.
4 Allow students some time to work together.
5 Monitor and make sure all students in a group are engaged in the activity.
6 Check their texts as you move around and provide help as needed.

Students' own answers

3 Show your leaflet to the class

1 Say *You're going to present your leaflets to the class.*
2 Before beginning the presentations say *Read the tasks.*
3 Ask students to stand up and walk around showing their leaflets.
4 Say *Ask one or two questions about your classmates' leaflets.*
5 Monitor and help students as needed.

Students' own answers


SELF-ASSESSMENT

UNIT 6

1 Do the crossword puzzle. Look and write

Across 2 3 4

Down 1 2 3

w i n d y

2 Write the adverbs of frequency

100%	80%	70%	50%	0%
a______	u______	o______	s______	n______

3 Write true sentences. Use adverbs of frequency

1 I / be / late / for class ______
2 my friend / get up / early ______
3 it / be / sunny / here ______
4 I / play / football ______

4 Think about Unit 6

Write two things you enjoyed.

______

Write two things you learned.

______

127

STUDENT'S BOOK page 127

Self-Assessment

1 Do the crossword puzzle. Look and write

1 Say *Turn to page 127.*
2 Point to the crossword puzzle and ask *What do you have to do?*
Help students understand what they have to do. Review the words *across* → and *down* ↓. Draw the arrows on the board if necessary.
4 Point to the pictures and say *These are your clues. Write the words.*
5 Monitor and help students.
6 Tell fast finishers they can help their classmates.
7 Check answers: ask some students to write the words on the board.

Answers:

Across:	2 rainbow	3 sunny	4 snow
Down:	1 windy	2 rainy	3 storm

2 Write the adverbs of frequency

1 Say *Look at the letters and blanks. What do you have to do?*
2 Ask *What kind of words are these?* (Adverbs of frequency)
3 Help students identify that they need to complete the blanks.
4 Allow students some time to complete the words.
5 Ask fast finishers to write a sentence in their notebooks for each of the adverbs.
6 Ask individual students to read aloud the words in the correct order. Write them on the board.



Answers:

1 always	2 usually	3 often
4 sometimes	5 never	

3 Write true sentences. Use adverbs of frequency

1 Say *Look at Exercise 3. The sentences are missing adverbs of frequency.*
2 Ask students to work in pairs and write the sentences using adverbs of frequency in the correct order.
3 Allow them some time to do the activity.
4 Ask fast finishers to write some other incomplete sentences for their partner to complete using adverbs of frequency.
5 Check the answers.

Answers:

Students' own choice of frequency adverb in the examples.
1 I am (frequency adverb) late for class.
2 My friend (frequency adverb) gets up early.
3 It is (frequency adverb) sunny here.
4 I (frequency adverb) play football.

4 Think about Unit 6

1 Say *Think about what you learned in Unit 6. Look back through the unit to remind yourselves of what you learned.*
2 Say *Write two things you enjoyed about Unit 6 and two things you learned.*
3 Monitor and help with spelling but not the actual content of the writing.
4 Students can share their answers in small groups.
5 Ask students to read out their sentences to the class.

Students' own answers

Closing

- Arrange students into five groups.
- Assign a subject from this unit to each group. Say *Your subject is weather / extreme weather / fractions / /b/ and /p/ sounds / silent letters.*
- Tell students they will write as much as they can about the subject they were assigned in three minutes. Say *You have three minutes to write all you know about your subject. Don't look at the book. Use your notebook.*
- When the time is up, say *stop*, and then say *Now change notebooks with another group. Check if the information is correct.*
- Invite one student per group to tell the class what their classmates' subject is about and what information there is.



LESSON 1 pages 128-129

Objectives:	To revise the vocabulary and language of units 4–6
Vocabulary:	*weather, extreme weather, natural environment, jobs, clothes*
Language:	Past continuous, must/ mustn't
Materials:	Student's book pages 128-129

Opener

- Greet students as they come into the class.
- Ask *How is the weather today? What did you do?*
- Ask students to name all the different types of weather and write them on the board. Ask them to guess what activity they do in one of the types of weather, e.g., *if it's rainy, I watch movies*. Invite volunteer students to the board and ask them to think of an activity in certain weather for their classmates to guess.

STUDENT'S BOOK page 128

1 Listen and point

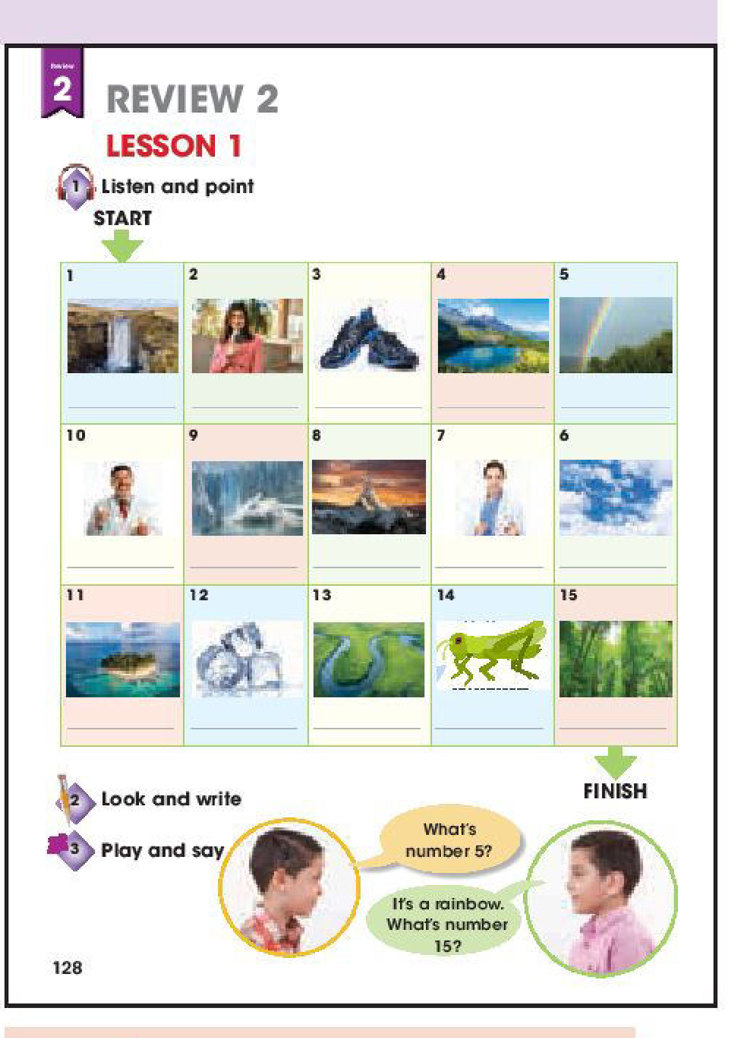
1 Say *Listen and point to pictures 1-15.*
2 Play the audio and pause after each sentence for students to point to the pictures in their book.

Audioscript

1 Waterfall
2 Reporter
3 Sneakers
4 Lake
5 Rainbow
6 Cloudy
7 Dentist
8 Mountain
9 Snow
10 Scientist
11 island
12 ice
13 river
14 grasshopper
15 forest

2 Look and write

1 Say *Can you remember the words for the pictures? You can look back through the units to remind yourself of this vocabulary.*
2 Go around and help with spelling.
3 Ask students to share their answers with a partner.
4 Check answers as a class and make sure students can spell each word.



Answers:

1 Waterfall	2 Reporter	3 Sneakers
4 Lake	5 Rainbow	6 Cloudy
7 Dentist	8 Mountain	9 Snow
10 Scientist	11 Island	12 Ice
13 River	14 Grasshopper	15 Forest

3 Play and say

1 Ask two students to read the example sentences.
2 Put students in pairs and ask them to cover up their answers. Tell the students to take turns asking each other to name the picture like the example.
3 Ask fast finishers to also spell the words.

Extra practice

1 Ask students to make sentences with the words from exercise 1, e.g., *Grasshoppers are green insects.*
2 Allow students to work individually.
3 Move around and help with spelling and sentence structure.
4 Elicit an answer for each word.

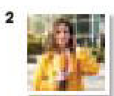
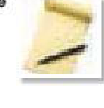
Students' own answers

Review 2

4 **Check (✓) the correct past continuous sentences and correct the wrong sentences**

1 He were doing his homework with his mom yesterday.
He was doing his homework with his mom yesterday.
2 She was have breakfast at 8 am. ____
3 I was speaking English at 5 pm. ____
4 They were makeing paper kites yesterday. ____
5 We were swiming in the sea in the evening. ____
6 You were talking to your friends and watching TV. ____

5 **Match the people to the tools for their jobs. Then complete the sentences with *must* or *mustn't***

1  2  a  b 
3  4  c  d 
5  6  e  f 

1 I ____ get up early to look after my animals.
2 I ____ be unkind when I interview people.
3 I ____ give time to each of my sick people.
4 I ____ finish the lesson half an hour early to catch my train.
5 I ____ prepare delicious food for all the guests.
6 I ____ drive too fast – it's dangerous.

129

STUDENT'S BOOK page 129

4 Check (✓) the correct past continuous sentences and correct the wrong sentences

1 Ask students to look at sentence 1. Say *Why is the original sentence wrong?* (We say *He was*, not *He were*).
2 Ask them what they remember about the past continuous *(be + verb +-ing, used to talk about actions in progress in the past)*.
3 Review the important things to remember: subject/verb agreement: *I + was, You/ We/ They + were, He/ She/ It +* was, Some verbs +-ing need a spelling alteration, e.g. double consonants (run – *running), delete last 'e' (drive - driving).*
3 Say *Please read the other sentences and check the correct ones. Correct the sentences with mistakes.*
4 Ask students to share their answers with a partner.
5 Check answers as a class and praise students for using good grammar and spelling.

Answers:

1 He was doing his homework with his mom yesterday.
2 She was having breakfast at 8 am.
3 ✓
4 They were making paper kites yesterday.
5 We were swimming in the sea in the evening.
6 ✓

5 Match the people to the tools for their jobs. Then complete the sentences with *must* or *mustn't*

1 Ask students to describe the photos and check that they know what these jobs involve, e.g., *What does a doctor do?* (he helps sick patients).
2 Say *Please match the jobs 1–5 with the tools a–f.*
3 Check answers as a class.
4 Tell students that their job is being a student, then elicit some tools they use (books, pens, computer, etc.).
5 Ask *What 'must' and 'mustn't' students do?* (Students must study, students mustn't cheat, etc.).
6 Ask students to look at sentence 1 and identify the job (farmer), then elicit the missing word – must or mustn't (must).
7 Ask students to identify the jobs in the rest of the sentences and complete the blank with must or mustn't.
8 Allow them to share their answers with a partner.
9 Check answers as a class.

Answers:

1 Farmer b tractor
2 Reporter e pen and paper
3 Doctor d stethoscope
4 Teacher a whiteboard
5 Chef f pots and pans
6 Driver c car
1 (farmer) I must get up early to look after my animals.
2 (reporter) I mustn't be unkind when I interview people.
3 (doctor) I must give time to each of my sick patients.
4 (teacher) I must finish the lesson half an hour early to catch my train.
5 (chef) I must prepare delicious food for all the guests.
6 (drive) I mustn't drive too fast, it's dangerous.

Extra practice

1 Ask students to think about the jobs that their family members do or ones they see people do in their community.
2 Elicit these jobs from them and write them on the board.
3 Ask *What 'must' and 'mustn't' you do in these jobs?*
4 Elicit a few answers then put students into small groups and ask them to discuss further.
5 Move around and observe the groups' conversations. Help when necessary.

Students' own answers

Closing

- Ask students to vote on their favorite job from the ones discussed in class.
- Hold a whole-class discussion on how students can get these jobs (take special qualifications, learn special skills, volunteer at that job first, etc.).



LESSON 2 pages 130-131

Objectives:	To revise the vocabulary and language of units 4–6 To listen to and read a fable To understand the moral of a fable
Vocabulary:	*moral, tighter, strawberry, throw, street, strong, screen, town, loud*
Materials:	Student's book pages 130-131 Yellow and red colored pencils.

Opener

- Greet students as they come into class.
- Ask them *How did you get to school today? Do you always travel the same way? What's the best way to travel for the environment?*
- Ask students for other pros and cons for each way of traveling and write them on the board, e.g., traveling by bike: Pro: it keeps you fit, Con: you get wet if it rains.

STUDENT'S BOOK page 130

6 Think about eco-tourism again. Remember that eco-tourism is about being kind to the environment and local people. Color the things which eco-tourism is in yellow and the things which it isn't in red

1 Ask students to look at the picture on page 130 and say *What do you see in these four pictures?* (plane, ship/ boat, bike, hotel, jet ski).
2 Ask: *Is traveling by plane kind to the environment?* (no, it pollutes the air).
3 Ask one student to read the instructions aloud. Then make sure that all students have yellow and red colors and ask them to follow the instructions.
4 Check answers as a class and elicit reasons why things harm or don't harm the environment.

Answers:

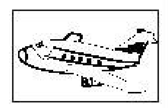
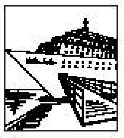
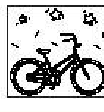
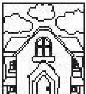
Yellow: bike, hotel.
Red: boat, plane, jet ski.

7 Read and listen to one of Aesop's fables. Choose the moral a, b, or c

1 Ask students *Do you remember what a fable is?* (a story which tells us a lesson or moral in a simple way, often with animals or inanimate objects as characters. Have students look at the green box and ask a student to read the information aloud.
2 Ask students if there are traditional Egyptian stories that teach us to be kind and helpful.
3 Tell them to read the options a–c and check that they understand the language.
4 Say *Please listen and read the story so you can choose the best option.* Then play the recording.

2 LESSON 2

6 Think about eco-tourism again. Remember that eco-tourism is about being kind to the environment and local people. Color the things which eco-tourism is in yellow and the things which it isn't in red


Aesop was a very famous writer in Ancient Greece. He wrote stories called 'fables' – they always had a **moral**. A moral teaches us to be kind and helpful to other people. An example of a moral is: *Be kind and patient with people.*




7 Read and listen to one of Aesop's fables. Choose the moral a, b, or c

a Listen to the person who is against you and don't do things.
b Always wear a coat, even when it's sunny.
c Sometimes you can get people to do things by being clever, not by being strong.

The North Wind was trying to make the Sun angry. "I'm very strong," he said, "I'm stronger than you." He looked down and blew. He knocked over some trees on a path. "I'm not so sure you're stronger than me," replied the Sun, smiling.

At that moment, a man wearing a coat walked along the road. The Sun said to the Wind, "OK, let's see. Who can make the man take off his coat?" "Hmm," the Wind said. "Of course I'm going to win." He looked down at the traveler and he blew and blew. The man felt the Wind and he felt cold. He pulled his coat **tighter** around him. He didn't let the Wind blow off his coat. The Wind was angry, but he was tired and stopped.

Then the Sun came out and began to shine. "Oh dear!" said the man "It's so hot!." He got so hot, he took off his coat. "That's better," he said.

The Sun looked at the North Wind and said, "I won." The North Wind was angry and blew away!

130

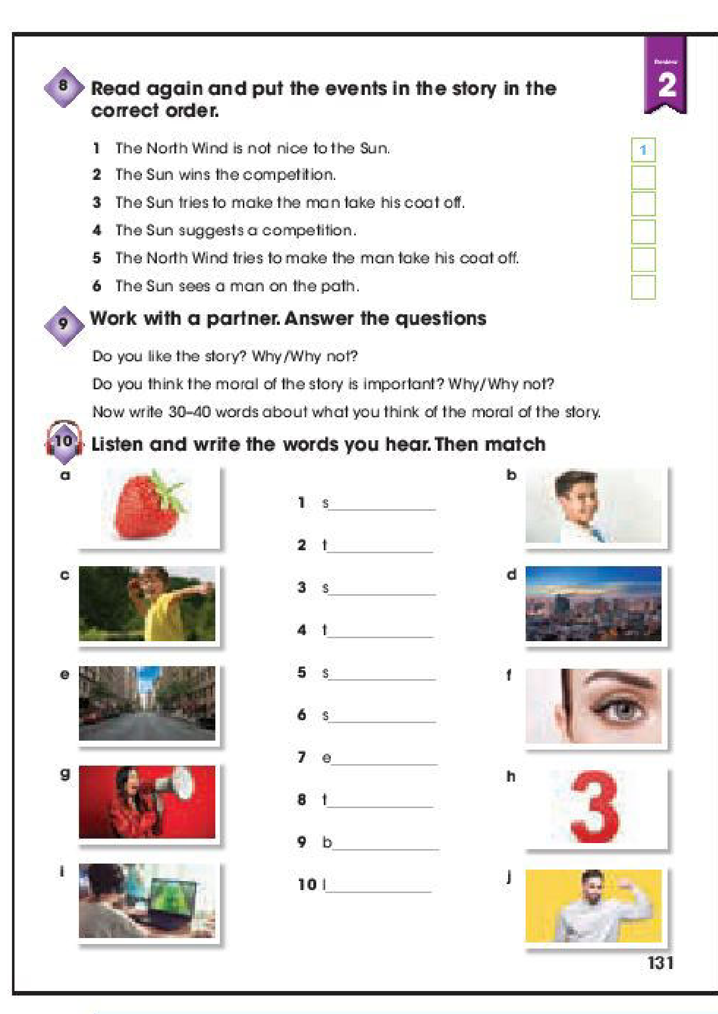
5 Ask students to compare their answers.
6 Check answers as a class.

Audioscript

The North Wind was trying to make the sun angry. "I'm very strong," he said. "I'm stronger than you". He looked down and blew. He knocked over some trees on a path. "I'm not so sure you're stronger than me, "replied the Sun, smiling. At that moment, a man wearing a coat walked along the road. The Sun said to the Wind, "OK, let's see. Who can make the man take off his coat?". "Hmm," the Wind said. "Of course I'm going to win." He looked down at the traveler and he blew and blew. The man felt the Wind and he felt cold. He pulled his coat tighter around him. He didn't let the Wind blow off his coat. The Wind was angry, but he was tired and stopped. Then the Sun came out and began to shine. "Oh dear!" said the man "It's so hot!." He got so hot, he took off his coat. "That's better," he said. The Sun looked at the North Wind and said, "I won." The North Wind was angry and blew away!

Answers:

c



STUDENT'S BOOK page 131

8 Read again and put the events in the story in the correct order

1 Ask students to look at page 131. Have them look at the first sentence and elicit how we know this is correct (the Wind says *"I'm stronger than you".)*
2 Check that students know the language in all the sentences, e.g., a competition = an event for people to see who is the best.
3 Say *Please read the story again and put the sentences in the correct order.*
4 Ask pairs to compare their answers.
5 Check answers as a whole class.

Answers:

1-1
2-6
3-4
4-5
5-3
6-2

9 Work with a partner. Answer the questions

1 Put students in pairs and ask them to discuss the questions and write the text together. Make sure students understand what is meant by *moral.*
2 Go around and help with the language that they need.

Students' own answers

10 Listen and write the words you hear. Then match

1 Have students look at the images and then elicit what they see. If necessary, elicit the spellings and write them on the board.
2 Say *Listen to the recording and write the words in the order that you hear them.*
3 Ask pairs to compare their answers.
4 Check answers as a whole class and encourage students to use the correct pronunciation. Praise them when they can spell the word without looking at the words on the board.

Audioscript

1: strawberry	*2: throw*
3: street	*4: three*
5: strong	*6: screen*
7: eye	*8: town*
9: boy	*10: loud*

Answers:

1a - strawberry
2c - throw
3e - street
4h - three
5j - strong
6i - screen
7f - eye
8d - town
9b - boy
10g - loud

Extra practice

1 Have students make questions with the words from Exercise 5, e.g., *What can you throw?* (a ball).
2 Move around and provide help.
3 When students have written ten questions, ask them to stand up and mingle with their classmates and ask ten different students a different question each.
3 Ask students what they learned about their classmates.

Students' own answers



STUDENT'S BOOK page 132

Presentation

1 Work in groups. Prepare a weather forecast for your classmates. Do:

1 Have students look at the weather symbols on page 132 of the student's book and elicit how to talk about the weather (e.g., It's sunny, There's snow, etc.).
2 Draw or project a map of Egypt on the board and elicit where the major cities are including Cairo, Port Said, Aswan, Alexandria, and Hurghada.
3 Read the instructions 1–5 as a class and check that students understand the language.
4 Put them in small groups and ask them to follow the instructions, explain that they have to divide the tasks between the members of the group, e.g., make the weather symbols, and draw the map.
5 Monitor students working together and listen to them practice the weather forecast.

Students' own answers

2 Do:

1 Ask students to copy the table into their notebooks with the same number of rows as there are groups, e.g., if there are five groups then they must draw five rows.
2 Have groups take turns presenting their weather forecast and show the rest of the class their map and weather symbols. Tell the audience to listen and complete the table.
3 Draw an empty table on the board and elicit answers from the class. Praise students for their good presenting and good listening skills.

Students' own answers

Extra practice

1 Write *What is the weather in Egypt today?*
2 Ask students to look on the internet to find the weather in the five cities in exercises 1 and 2.
3 Draw another empty table on the board and elicit answers from the class.

Closing

- Ask *Would you like to present the weather?*
- Ask students to discuss this question with a partner and say why or why not.
- Move around and listen to the discussions.



Presentation

1 Work in groups. Prepare a weather forecast for your classmates. Do:

1 Draw a big map of Egypt on A3 paper.
2 Talk about the weather in the following places: Cairo, Port Said, Aswan, Alexandria, and Hurghada.
3 Make up your own information (e.g. snow in Cairo!) to give different kinds of weather.
4 Make weather symbols like the ones below. Stick them in the correct places on your map to help make the information really clear.
5 Practice your weather forecasts together.





2 Do:

1 Present your weather forecast in groups.
Listen to the weather forecasts, then complete the table below.

Group	Cairo	Port Said	Aswan	Alexandria	Hurghada
1	*cloudy*	*sunny*	*snow*		

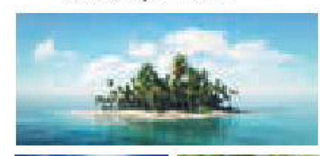
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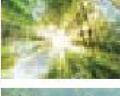
Self-ASSESSMENT

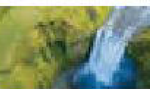
Now I can ...

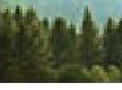
1 say place and landscape words











2 say job words







3 say weather words







4 phonics

say three - consonants together: scr/str/thr

Say 'ow' words like town, 'i' words like bye and 'oy' words like boy

Say p/b words like pea and bee/ bull and pull

Say words with silent letters like island and climb



133

STUDENT'S BOOK page 133

Self-Assessment

Now I can ...

1 say place and landscape words

1 Say *Look at the photos and try to remember the word, how it is spelled, and how it sounds.*
2 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the units.
3 Check answers as a class.

Answers:

island, mountains, sunlight, waterfall, forest.

2 say job words

1 Say *Look at the photos and try to remember the word, how it is spelled, and how it sounds.*
2 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the units.
3 Check answers as a class.

Answers:

chef, doctor, farmer, teacher.

3 say weather words

1 Say *Look at the photos and try to remember the word, how it is spelled and how it sounds.*
2 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the units.
3 Check answers as a class.

Answers:

storm, rainbow, rain.

4 phonics

1 Say *Look at letter combinations 'scr, str,* and *thr'*. Model how these three-consonant clusters sound.
2 Say *Write some examples of words with these three-consonant clusters and look back through the units to check.*
3 Check answers as a class and praise students' pronunciation.
4 Say *Try to remember words that sound like 'town', 'bye', and 'boy'.*
5 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the units.
6 Check answers as a class.
7 Say *Look at the p/ b words and try to remember some more examples.*
8 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the units.
9 Check answers as a class.
10 Say *Look at the words 'island' and 'climb', what are the silent letters* (s, b). Drill these words.
11 Say *Try to remember some more words with silent letters.*
12 Say *Now check your answers with a partner.* Allow them to check the answers by looking back through the units.
13 Check answers as a class.

Suggested answer:

Three consonants together = screen, scratch, strong, street, throw, three
Diphthong words: town = brown, mouse, bye = cry, high, boy = noise, toy
p/b words = peach – beach, pack – back
Words with silent letters: listen, thumb, two, hour, knife, write



Extra practice

1 Say *Let's make up a story with some vocabulary from this page*.
2 Start the story by choosing one word from page 133 of the student's book and making up a sentence to start the story, e.g., *One day, Youssef woke up and a giant rainbow was outside his window …*
3 Ask a student to continue the story with a different word from page 133 of the student's book, and so on until all the students have contributed to the story.
4 As a class, agree on an ending to the story. Praise students for their creative ideas and good pronunciation.

Students' own answers

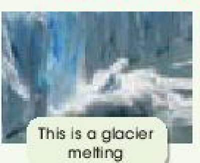
Closing

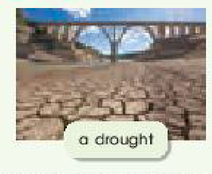
1 Write *Three consonants together/ Different spellings but the same pronunciation/ Similar letter sounds/ Silent letters.*
2 Ask *How do you feel about these pronunciation challenges?*
3 Listen to students' answers.
4 Explain that many language learners find pronunciation difficult to master. Explain that writing and reading often helps language learners practice difficult pronunciation.

TERM 1 PROJECT 1

Climate change and how it affects Egypt

What is climate change?


This is a glacier melting


a drought


a flood

Climate change is about how we are changing the weather with pollution. The temperature is rising and the glaciers are melting. This means the sea levels are rising, too. When the sea gets higher, we get floods. When the temperature rises we get droughts because the water evaporates.

1 Read and think about the project and make a poster. Work in groups and prepare a presentation for your class

Think about how climate change is affecting Egypt.

Choose one of the topics in the box below in your group.

Rising temperature Rising sea levels Floods Droughts Less crops

2 Think about what caused climate change in Egypt

Make **flow sentences** like this one:

Industry making things → warmer temperature → too hot for crops → crops die.

Warmer temperature → glaciers melt → sea level rises → sea water gets into the River Nile and makes it salty → this kills the crops

3 Think about some key words you want to use for your presentation. Circle some good words in the table below:

environment	methane	table	carbon dioxide	temperature
whiteboard	greenhouse gas	cats	agriculture	drought

134

Term 1 Project 1 — pages 134-135

Objectives: To revise the vocabulary and language from units 1-6
To make a poster about climate change
To think about possible solutions
To present ideas to the class

Vocabulary: *glacier, drought, flood, pollution, rising temperature, rising sea levels, crops, greenhouse gases, agriculture, carbon dioxide, methane, environment, evaporate*

Materials: Student's book pages 134 – 135
Material to make posters such as A3 paper, colors, scissors and glue
The Egyptian Knowledge Bank for research.

STUDENT'S BOOK — page 134

Opener

- Greet students as they come into the class.
- Ask them *Is it hot today? Have you noticed it is hotter this year than last year? Do you know the term 'Climate change'? What does it mean? What have you seen on TV about climate change?*
- Write some of the students' answers on the board.

1 Read and think about the project and make a poster. Work in groups and prepare a presentation for your class

1 Ask students to look at the photos on page 134 and ask *What can you see?* (a melting glacier = ice breaking and falling into the sea, a drought = very dry land, a flood = buildings and cars underwater).
2 Read the text as a class and check that students understand the meaning of the words, e.g., *evaporate* (liquid dries up and disappears).
3 Put students into small groups and ask them to look at the five topics in the white box and choose one for their project.

Students' own answers

2 Think about what caused climate change in Egypt

1 Ask *What does 'cause' mean?* (make something happen).
2 Encourage them to deduce how these sentences look (simple phrases, not complete sentences), and what the connection between these phrases is (cause - result). Ask students how they know about this connection (the arrows show that each phrase leads to the one after it).
3 Explain that when students plan their presentations, it is important to sort clear ideas and to create a logical connection among their ideas. This way the presenter (students) will be able to hold their audience's attention. Show that flow sentences are one way to develop ideas which have some logical connection--a cause - result, for example. Students after that can develop these phrases into longer sentences or paragraphs and use them when making their presentations.
4 Encourage students to make similar flow sentences on what caused climate change in Egypt. Move around and help.

Suggested answer:

Industry making things in factories causes pollution. Pollution causes warmer temperatures. The warmer temperatures are too hot for the crops and the crops die.
The warmer temperatures cause the glaciers to melt. The sea level rises, and sea water gets into the River Nile and makes it too salty and the salt water kills the crops.
The warmer temperatures cause the glaciers to melt. The sea level rises and there are floods that kill the crops.
The warmer temperatures cause droughts that kill the crops.

3 Think about some key words you want to use for your presentation. Circle some good words in the table below:

1 Ask students to look at the table and identify the words which are related to Climate Change.
2 Check answers as a class and write them on the board.
3 Practice the pronunciation and elicit what each word means.
4 Remind students to try and use these words in their presentations.



Answers:

Environment, methane, carbon dioxide, temperature, greenhouse gases, agriculture, drought.

STUDENT'S BOOK page 135

4 Think about some possible solutions. Look at the example

1 Ask students to look at the photo and read the caption. Explain that *soil-less agriculture* is one solution to climate change.
2 Say *Read the text to understand why soil-less agriculture is one solution to climate change* (crops get the right amount of water and nutrients, and you save water and time).
3 Say *Next you will find more solutions like this and write texts like this one.*

Students' own answers

5 Do your research on the internet. Use the Egyptian Knowledge Bank for more information. Think about problems and possible solutions. Choose your photos or draw your pictures

1 Tell students to get back into their groups from exercise 1 and research solutions to climate change.
2 Tell them to use the internet and the Egyptian Knowledge Bank.
3 Go around and help.

6 Work in your group. Share your ideas. Decide who will present each section of the talk

1 Say *Now prepare to present your solutions, everyone in the group must have some information to present, please organize your presentation and then practice it.*
2 Move around and monitor.
3 Ask groups to take turns delivering their presentations and ask the audience to think of questions to ask them.

Students' own answers

7 COP27 is a very important international environmental meeting. People from many countries talk about how to help the environment and stop climate change. This year it will be in Sharm El-Sheikh. Think about what you and your group want to say to COP27 about Egypt and the world

1 Divide the board into four sections and write *Problems in Egypt/ Solutions for Egypt/ Problems in the world/ Solutions for the world.*

2 Have a class discussion on what is COP 27 and why it is important.
3 Brainstorm this information and write it on the board.

4 **Think about some possible solutions. Look at the example**

Climate change might cause problems to agriculture. There might not be enough water to grow crops. One solution to drought is to use soil-less farming. See the photo below. In this way, you grow plants without using soil. Crops get the right amount of water and nutrients in specific greenhouses. And so you save water and time.

5 **Do your research on the internet. Use the Egyptian Knowledge Bank for more information. Think about problems and possible solutions. Choose your photos or draw pictures**


soil-less agriculture in Egypt

6 **Work in your group. Share your ideas. Decide who will present each section of the talk**

7 **COP27 is a very important international environmental meeting. People from many countries talk about how to help the environment and stop climate change. This year it will be in Sharm El-Sheikh. Think about what you and your group want to say to COP27 about Egypt and the world**

Dear COP27

We are worried about climate change. Here in Egypt we have these problems with climate change:

____

My friends and I think we can help Egypt by doing this:

____

We think we can help the world environment by doing this:

____

135

4 Read the letter structure in the white box as a class and check that students understand the task.
5 Ask students to complete the letter with information from the class.
6 Move around and help with spelling and sentence structure.

Possible answer:

We are worried about climate change. Here in Egypt we have these problems with climate change:
Colder temperatures, droughts, heavy rain, and pollution in the River Nile cause crops to die.

My friends and I think we can help Egypt by doing this: waste management, air pollution management, reducing emissions, implementing clean transportation (the Cairo monorail, electric buses), using sustainable water supplies, and managing waste water.

We think we can help the world by doing this: using less non-renewable resources (coal, oil, gas), investing in renewable energy (solar, wind, geothermal), switching to sustainable transportation, improving farming, looking after the natural world, protecting the oceans, reducing consumption, and reducing plastic.

Extra practice

1 Display the groups' letters physically (on tables or walls.
2 Ask students to note down what they like about each group's letter.
3 Ask them to share their opinions with the whole class.

Closing

- Ask *What do you do so far to help the planet? What will you do differently after this class?*
- Hold a whole class discussion. Write some specific ideas on the board, e.g. *ride my bike to school.*

STORY

Introduction pages 136-147

Objectives:	To read and understand a story To enjoy reading in English
Vocabulary:	*dangerous, gecko, lizard, reptiles, rock, hamster, ugly, in tears, amazing, reptile club, expert, herpetologist, guest, talks*
Materials:	Student's Book pages 136–147 Audio file

Opener

- Welcome students and ask them how they are.
- Ask them if they enjoy reading stories, and if so, what their favorite story is.
- Then ask what type of stories they like reading..

Presentation

1 Show the title page (page 136). Read the title. Point to the two names at the bottom of the page and explain that they are the author and the illustrator. Ask students what they think the story will be about.
2 Present the words in the picture dictionary and get students to point and repeat after you as you say the words. Ask students if they have been to the desert.
3 Explain that they will need these words and some other new words (in bold) to understand the story.

FICTION READER:

AMIR AND HIS LIZARD



BY LOUISA ESSENHIGH
ILLUSTRATED BY NATHALIE ORTEGA

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STUDENT'S BOOK pages 136-147

 Amir and his lizard

1 Ask students to look through the pictures in the story. Tell them not to read anything, but just look at the pictures.
2 Ask what they think the story will be about. Answer any questions they might have or tell them that their questions will be answered as you read.
3 Read the story through and have students follow the text.
4 Read again, this time with pauses for students to repeat after you.
5 Ask students what the story is about.

Suggested answers:

Amir was sad when his classmates thought his pet Lizard wasn't as good as a normal pet. Amir joined a reptile club and started to learn more about reptiles from an expert called Hany. Hany visited Amir's class and gave a talk. Amir's classmates realized that reptiles were amazing.

STUDENT'S BOOK pages 138-147

1 Ask students to look at pages 138–139. Play the audio. Have students listen to the audio and read the story.
2 Ask comprehension questions:
What are the family doing? (eating lunch, molokhia and chicken), *How does Amir feel?* (sad), *What happened at school?* (the children showed their favorite pet posters to the class), *Why was Amir's poster different?* (Everyone else's poster showed cats, rabbits, hamsters, or fish, but Amir's showed Lizzy his pet lizard).
3 Play the audio for pages 140 and 141. Ask the following questions: *What did Youssef say about Lizzy?* (Lizzy's ugly), *What did the other students do?* (everyone laughed and said Lizzy was a strange pet), *What reason does dad give for the students' behavior?* (people sometimes say things like that when they don't have enough information), *What is Dad's suggestion?* (learn more about reptiles, and explain to other people why reptiles are amazing, not ugly), *What does Amir do to learn more about reptiles? (he finds a reptile club to visit).*
4 Continue with all the pages in the story in this way and ask the following questions:

Pages 142–143:

Who visits the reptile club with Amir? (Dad and Mariam), *What is the reptile expert's name?* (Hany), *What is the official name for a reptile expert?* (a herpetologist), *Which kind of reptiles do they see?* (snakes, lizards, geckos, and tortoises), *How long can tortoises live?* (up to 100 years old), *What does Hany ask them?* (to go on a field trip tomorrow).

Pages 144–145:

What things are important to have when you work with reptiles? (the right tools), *Are all reptiles safe?* (no, some reptiles are dangerous), *Where do they go for the field trip?* (a very special desert, not far from Cairo), *Where does Amir find a gecko?* (on a rock), *Is this gecko brown?* (no, it's blue).

Pages 146–147:

Who is Mr Bassam? (Amir's teacher), *Who is the special guest at school?* (Hany), *What does Hany talk about?* (His job, protecting the environment), *Who does Hany choose to be his helper?* (Amir), *What does Youssef say to Amir after the lesson?* (Sorry, Lizzy isn't ugly, I really enjoyed Hany's talk, I think reptiles are amazing), *What does Amir say to Youssef?* (That's ok, come to my house. You can see and feed Lizzy).

Audioscript

Amir, Mariam, Mom, and Dad are having lunch together. Mom cooked Amir's favorite dish, molokhia and chicken. But Amir isn't happy.
"What's the matter, Amir? Don't you like your lunch?" asked Mom.
"The food is delicious, thanks, Mom," replied Amir. He sounded sad.
"What's the matter, Amir?" asked Dad. "Don't you feel well?"
"I'm fine, Dad. But I didn't have a very happy day at school," replied Amir.
"Oh, no! You usually love school. What happened?"
"We showed our favorite pet posters today," explained Amir.
"But your poster was amazing!" said Mariam. "Why are you sad?"
"Well, everyone else's poster showed cats, rabbits, ***hamsters*** *or fish – you know, pets everyone has. And my poster was about Lizzy, my lizard."*
"When I showed my poster, everyone laughed. They said, "What a strange pet!" And Youssef said, "Lizzy is ***ugly****!" said Amir, almost* ***in tears****.*
"Listen," said Dad kindly. "People sometimes say things like that when they don't know enough information. The best you can do is to explain why Lizzy is such a good pet! Learn more about reptiles, and explain why they're ***amazing****, not ugly!"*
"That's a good idea, Dad. I'll do that." Amir felt happier and started to enjoy his molokhia.
Later that evening, Amir looked online. He found a ***reptile club*** *nearby. He sent an email to ask if he could visit. He was very excited when he got an email saying, "Yes, you're welcome to visit us!"*
A few days later, Dad drove Amir and Mariam to the reptile club. There, they met Hany, a reptile ***expert****. He welcomed them and explained that he is a type of scientist called a* ***herpetologist****.*
"Like you, Amir, I was interested in reptiles, and now it's my job!"
Amir smiled, "Oh, I didn't know that someone who works with reptiles is called a herpetologist. What a cool job!" he said.
Hany showed Amir and Mariam lots of different reptiles – snakes, lizards, ***geckos****, and tortoises.*
"It's important to look after them well, isn't it? asked Mariam. "I like the tortoises. Do they live a long time?"
"Yes," replied Hany. "And be careful. You should read and learn about them. All reptiles are an important part of the food chain, too. Tortoises can live to be 100 years old! Can you come with me on a field trip tomorrow?"
Amir and Mariam looked at Dad. "Of course!" Dad was excited too!
Early the next morning, Dad, Mariam, and Amir met Hany at the club.
"It's important to have the right tools," Hany explained. "I love reptiles, but I know some can be dangerous. But you're safe with me! Ready? Let's go!"
Soon, Hany, Dad, Mariam, and Amir left for a very special desert, which was not far from Cairo.
When they arrived, they spent some time looking around. Hany showed them the best places to look. Suddenly, Amir found a gecko on a rock!
"Look!" he said. "What an amazing blue color! I thought all geckos were brown!"
"No, they can be different colors. Some of them can even change color!" said Hany. Amir was very happy.
Two weeks later, Amir was at school. Mr Bassam had something important to say: "A special ***guest*** *is here to give a talk!" Amir loved* ***talks****. They were always interesting.*
"Who is it?" he wondered.
It was a big surprise when Hany walked in! He talked to the boys about his job and protecting the environment. He brought some reptiles for the boys to hold. Of course, he chose Amir to be his helper! All the boys, even Youssef, thought it was really cool.
After the lesson, Youssef spoke to Amir.
"I'm sorry, Amir," he said. Lizzy isn't ugly. I really enjoyed Hany's talk. And now I think reptiles are amazing!"
"That's OK," said Amir. "Oh, I know: why don't you come to my house? You can see Lizzy. You can feed it, too!"
"Awesome! Yes, please!" replied Youssef." Thank you, Amir!"
The two boys were friends again.

Extra practice

1 Put students in groups to practice reading the story to each other.

Closing

- Ask students what they enjoyed about the story. Praise all their answers.
- Tell them that in the next lesson, they will look at the story again in more detail.



LESSON 1 pages 148-149

Objectives:	To read and understand a story To identify characters in a story To identify the key events and vocabulary in a story
Materials:	Student's Book pages 148 – 149

Opener

- Ask students what they can remember about the story. Can they tell you what happens? Do they have a favorite part of the story?

Presentation

1 Ask *Where are the different places Amir goes in the story? Who are the main characters?*

Answers:

Places: school, home, reptile club, desert.
Characters: Amir, Mariam, Mom, Dad, Hany, Youssef, Mr Bassam, and Lizzy

STUDENT'S BOOK page 148

1 Look and write

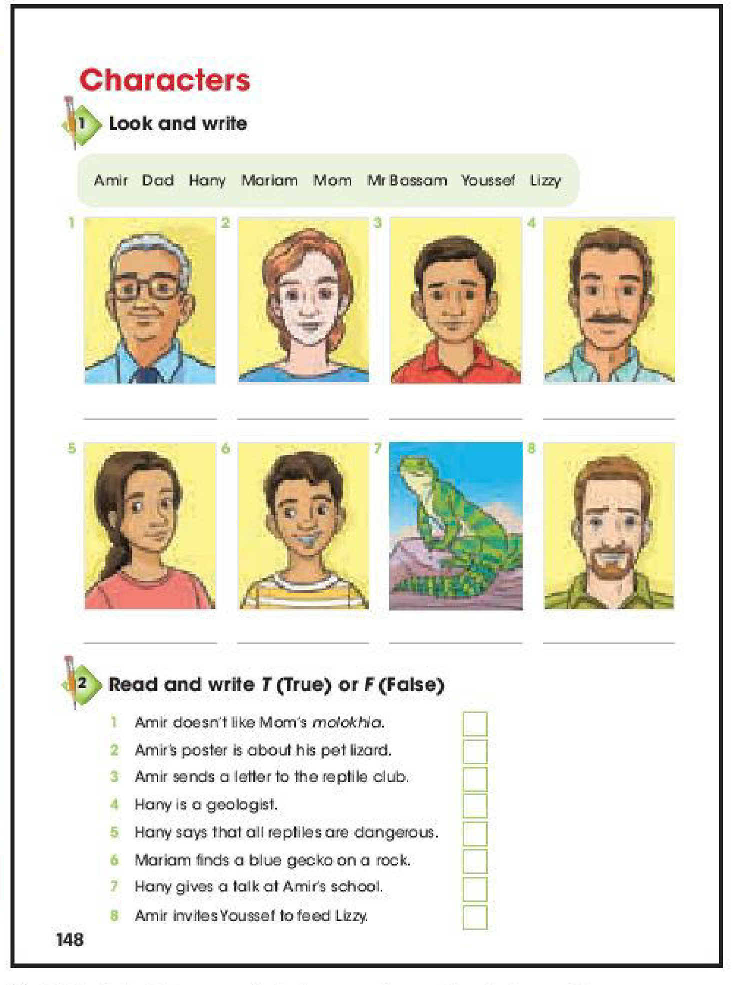
1 Ask students to look at the pictures. Can they say some of the names of the characters without looking in the word box?
2 Once you have elicited some of the characters, ask students to look at the word box and see if they can match all of the names of the characters.
3 Tell students to write the names of the characters under their picture. Remind them that they can look back and check who is who in the story.
4 Check the answers as a class.

Answers:

1 Mr Bassam
2 Mom
3 Youssef
4 Dad
5 Mariam
6 Amir
7 Lizzy
8 Hany

2 Read and write *T* (True) or *F* (False)

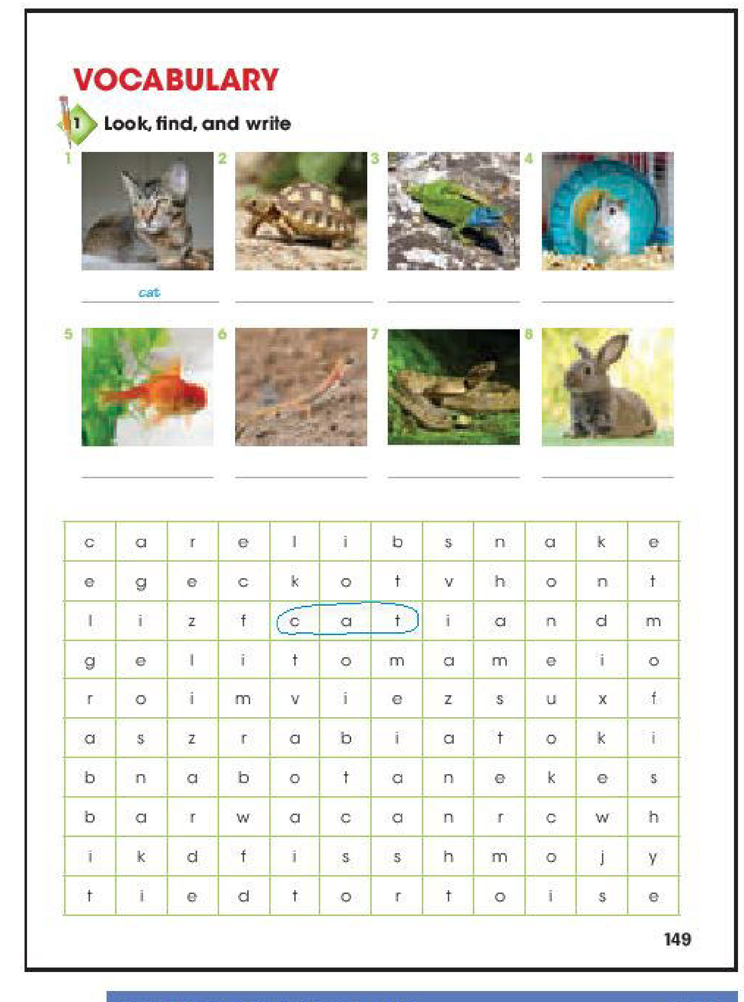
1 Read the first sentence as a class and elicit the answer (*F*) and why (Amir likes Mom's *molokhia*, he says it is delicious). Check that students understand the language in the exercise.



2 Ask students to complete the exercise and note down the corrected answers for the false sentences.
3 Monitor and help if necessary.
4 Ask pairs to compare their answers and say they should look back at the story to check the answers.
5 Check the answers as a class.

Answers:

1 *F*
Amir says Mom's *molokhia* is delicious.
2 *T*
3 *F*
Amir sends an email to the reptile club.
4 *F*
Hany is a herpetologist.
5 *F*
He says some reptiles are dangerous.
6 *F*
Amir finds a blue gecko on a rock.
7 *T*
8 *T*


VOCABULARY

1 Look, find, and write

c	a	r	e	l	i	b	s	n	a	k	e
e	g	e	c	k	o	t	v	h	o	n	t
l	i	z	f	c	a	t	i	a	n	d	m
g	e	l	i	t	o	m	a	m	e	i	o
r	o	i	m	v	i	e	z	s	u	x	f
a	s	z	r	a	b	i	a	t	o	k	i
b	n	a	b	o	t	a	n	e	k	e	s
b	a	r	w	a	c	a	n	r	c	w	h
i	k	d	f	i	s	s	h	m	o	j	y
t	i	e	d	t	o	r	t	o	i	s	e

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STUDENT'S BOOK page 149

1 Look, find, and write

1 Ask students to look at pictures 1-8 and elicit the names of the animals. Check that students know the correct spelling for each word.
2 Show the class the first answer 'cat' and tell students to complete the wordsearch in pairs. Remind them that the words can go in any direction.
3 Check answers as a class. Then ask students to look back through the story and identify when these animals appeared.

Answers:

1 cat
(cats are referred to on page 139, because other students have cats as pets).
2 tortoise
(tortoises are referred to on page 143, and seen on page 146).
3 lizard
(Lizards are referred to on page 139, 140, 143, 147).
4 hamster
(hamsters are referred to on page 139, because other students have hamsters as pets).
5 fish
(fish are referred to on page 139, because other students have fish as pets).
6 gecko
(geckos are referred to on page 143 and page 145).
7 snake
(snakes are seen on page 142 and 146, and referred to on page 143).
8 rabbit
(rabbits are referred to on page 139, because other students have rabbits as pets).

c	a	r	e	l	i	b	s	n	a	k	e
e	g	e	c	k	o	t	v	h	o	n	t
l	i	z	f	c	a	t	i	a	n	d	m
g	e	l	i	t	o	m	a	m	e	i	o
r	o	i	m	v	i	e	z	s	u	x	f
a	s	z	r	a	b	i	a	t	o	k	i
b	n	a	b	o	t	a	n	e	k	e	s
b	a	r	w	a	c	a	n	r	c	w	h
i	k	d	f	i	s	s	h	m	o	j	y
t	i	e	d	t	o	r	t	o	i	s	e

Closing

- Ask students which characters they liked in the story.
- Ask them which animals they liked in the story.
- Tell students that in the next lesson, they will do some different tasks based on the story.



LESSON 2 pages 150-151

Objectives:	To review the story and check understanding To put events from a story in order To understand the language in the story
Materials:	Student's Book, pages 150–151

Opener

- Greet students and ask them how they are feeling.
- Revise the vocabulary from the story, using the picture dictionary from page 137.

Presentation

1 Get students to tell you which words can describe reptiles (safe, dangerous, green, blue, brown, amazing, ugly, etc.)

STUDENT'S BOOK page 150

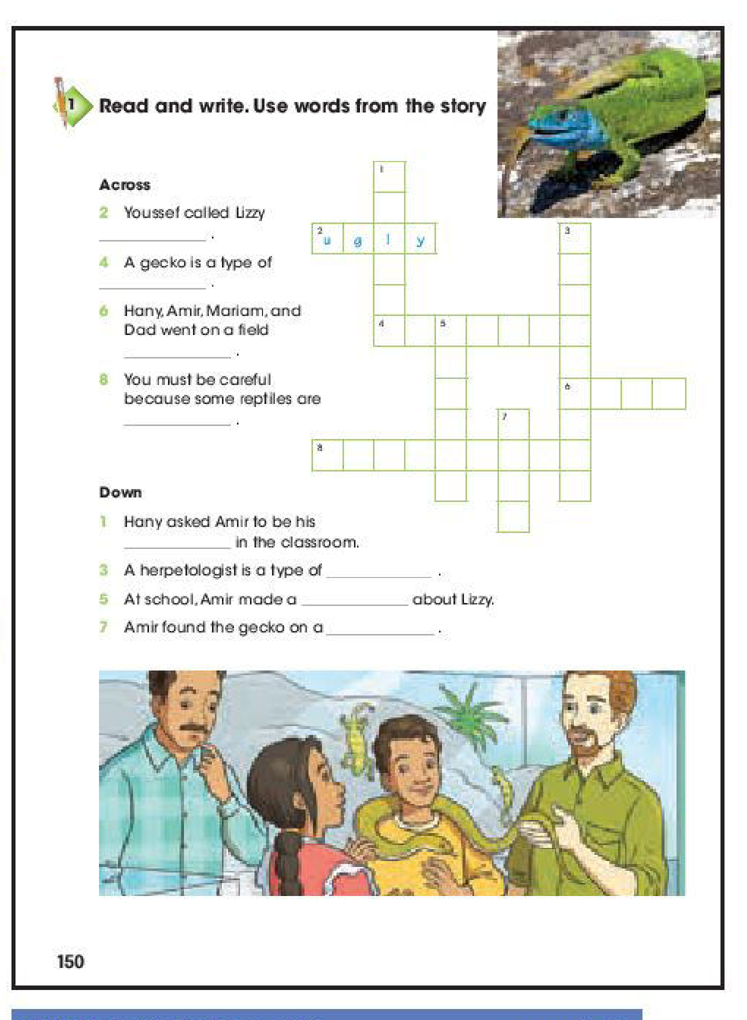
1 Read and write. Use words from the story

1 As a class, look at the first sentence and the answer. Ask *How do you know that this is the correct answer?* (Amir explains that Youssef called Lizzy *ugly* on page 140, and 'ugly' is a four-letter word which fits the blanks in the 2 across).
2 Ask students to complete the rest of the puzzle. They can do this in pairs.
3 Check their answers as a class. Encourage students to spell their answers aloud.

Answer:

Across
2 ugly
4 reptile
6 trip
8 dangerous

Down
1 helper
3 scientist
5 poster
7 rock

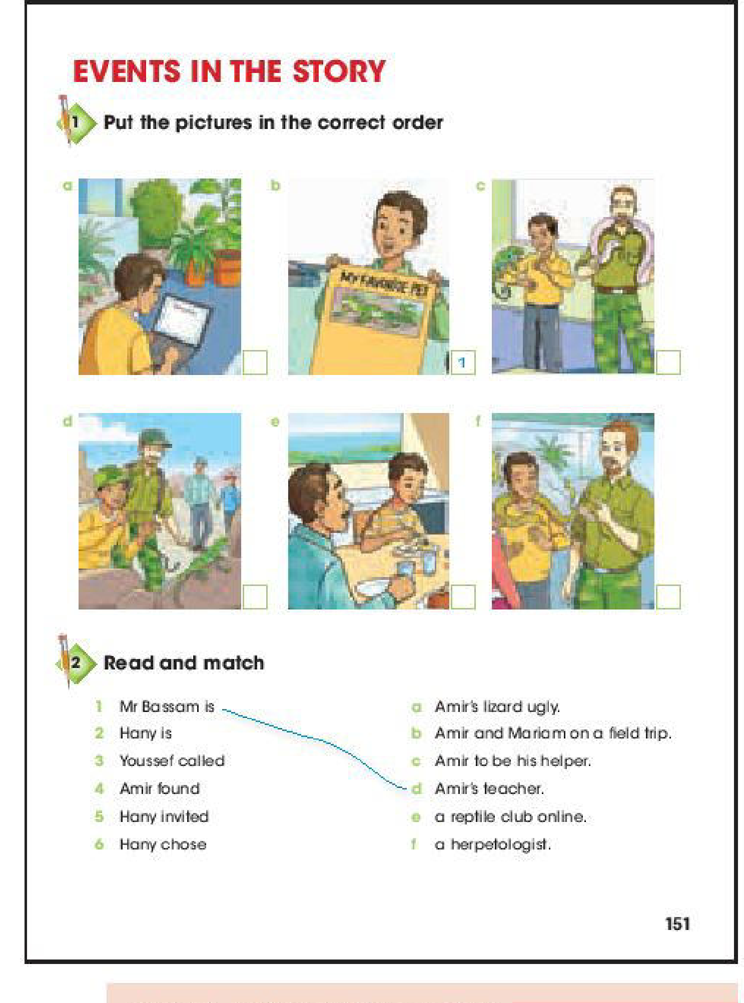


STUDENT'S BOOK page 151

EVENTS IN THE STORY

1 Put the pictures in the correct order

1 Ask students to describe what they can see in the pictures.
2 Tell them that *b* is the first picture in the story and ask them to choose the correct order for the rest of the pictures.
3 Put students in pairs and ask them to compare their answers and look back through the story to check their answers.
4 Check the answers as a class and elicit a short summary for each photo.



EVENTS IN THE STORY

1 Put the pictures in the correct order

a ☐ b 1 c ☐

d ☐ e ☐ f ☐

2 Read and match

1 Mr Bassam is	a Amir's lizard ugly.
2 Hany is	b Amir and Mariam on a field trip.
3 Youssef called	c Amir to be his helper.
4 Amir found	d Amir's teacher.
5 Hany invited	e a reptile club online.
6 Hany chose	f a herpetologist.

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Answers, and suggested summaries:

a 3 Amir finds a reptile club online and sends them an email.
b 1 Amir shows the class his pet poster.
c 6 Hany comes to school, gives a talk, and chooses Amir to be his helper.
d 5 Hany, Amir, Miriam, and Dad go on a field trip. Amir finds a blue gecko on a rock!
e 2 Amir has lunch and tells his family that he was not happy at school.
f 4 Amir visits the reptile club and meets Hany.

2 Read and match

1 Ask students to look at the example sentence halves and tell them to match the rest of the sentence halves like this.
2 Instruct them to check their answers with their partners. Tell them to look back at the story to check their answers.
3 Check answers as a class.

Answer:

1 d
2 f
3 a
4 e
5 b
6 c

Extra practice

1 Put students into groups of four or five and ask them to practice acting out their favorite part of the story. Everyone in the group should have a role. Explain that they will perform their plays in the next lesson.
2 Go around the class as the groups practice and help as necessary.

Closing

- Ask students to summarize the story in a few sentences. Help them to express themselves. Praise their efforts.
- Tell students that in the next lesson, they will do some different tasks based on the story.



LESSON 3 pages 152-154

Objectives:	To review the story and check understanding To write an email
Issues:	To write about problems and solutions in the story
Materials:	Student's Book, page 152–154

Opener

- Greet students and ask them how they are feeling.
- Revise the different feelings that Amir has during the story. Write them on the board (sad, interested, happy, surprised, etc.).

Presentation

1 Ask students to tell the story in their own words.

STUDENT'S BOOK page 152

3 Read and complete

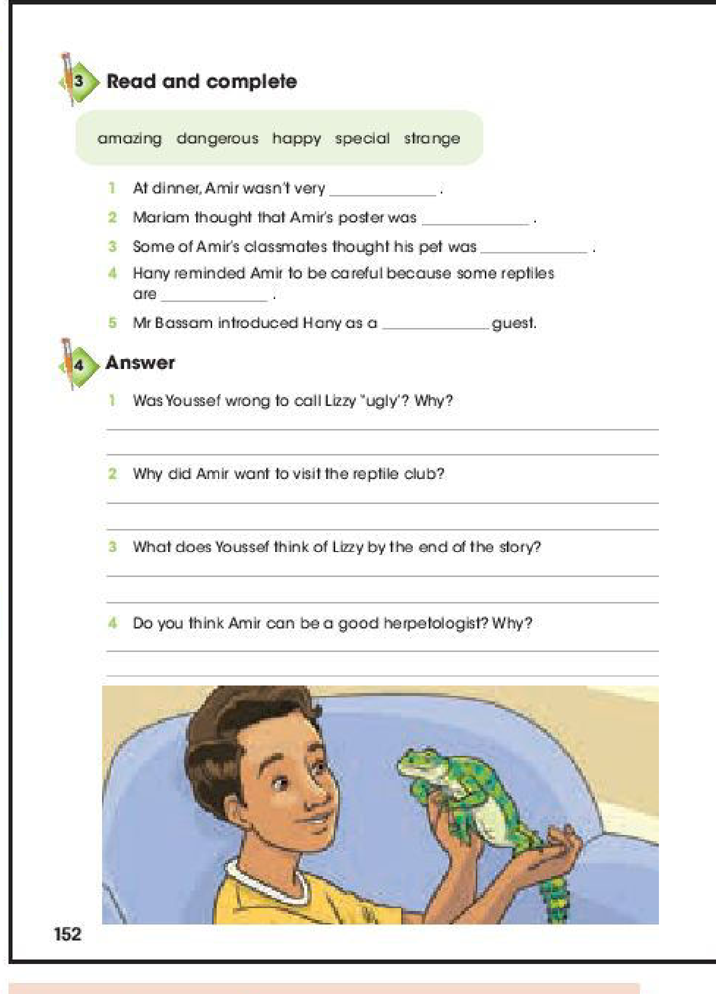
1 Ask students to read the words in the word box. Ask *What kinds of words are they?* (adjectives)
2 Elicit the word to complete the first sentence (happy) and then ask *Why wasn't Amir happy?* (because he had a bad day at school)
3 Tell students to complete the other sentences using the words in the word box and their knowledge of the story.
4 Ask them to compare their answers.
5 Check answers as a class.

Answers:

1 happy
2 amazing
3 strange
4 dangerous
5 special

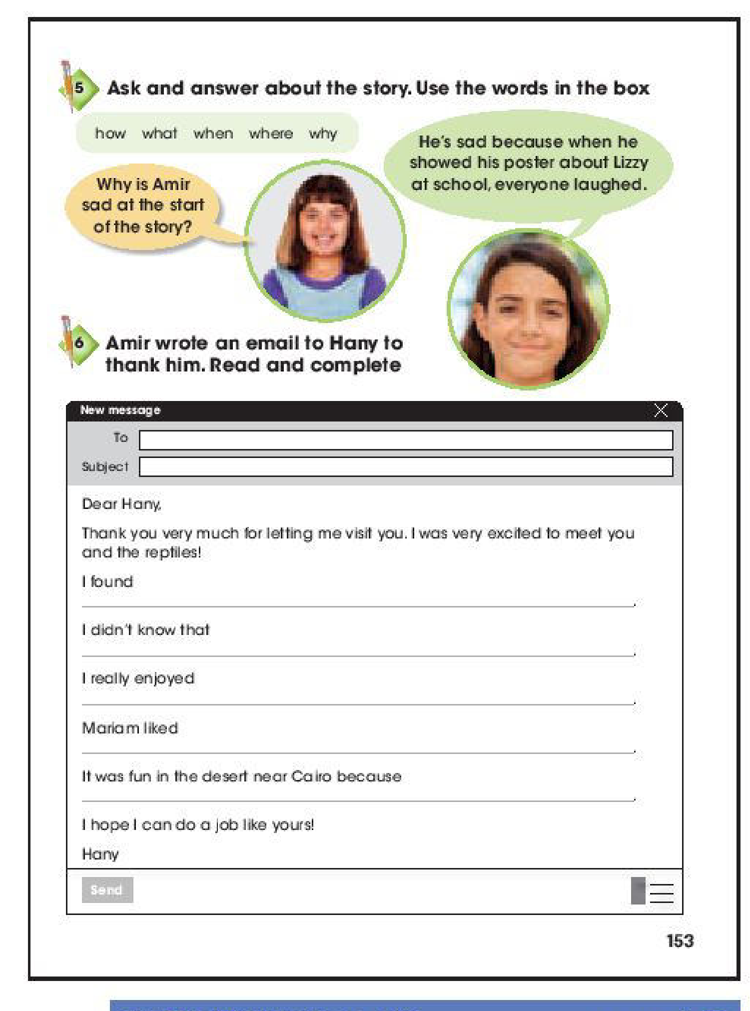
4 Answer

1 Ask students to look at the first question and elicit some students' answers. The students should have the same answer (yes), but they may have different reasons. Explain that they will do this exercise independently to give them the freedom to write their own answers.
2 Check that students understand the language in the exercise and ask them to answer the questions.
3 Monitor and help as needed.
4 Put students in pairs and ask them to share their answers with their partners.
5 Check answers as a class.



Suggested answers:

1 Yes, he was wrong. Because people are sad when others use bad words about them or things they care about.
2 Amir wanted to visit the reptile club because he wanted to know more about reptiles.
3 By the end of the story Youssef thinks that Lizzy is not ugly and that reptiles are amazing.
4 Suggested answer: Yes, Amir can be a good herpetologist because he is interested in reptiles.



STUDENT'S BOOK page 153

5 Ask and answer about the story. Use the words in the box

1 As a class, read the words in the green box. Check that students know what kind of questions to make with each question word, e.g. Where = to ask about a location.
2 Ask two students to read aloud the example question and answer.
3 Ask pairs to work together to make questions and answers for each of the question words in the box.
4 Monitor and help with sentence structure.
5 Put students into new pairs and have them ask and answer their questions to each other.

Suggested questions and answer:

How did Amir feel at lunch? (sad)
What kind of poster did Amir make? (a pet poster about Lizzy the lizard)
When did he email the reptile club? (after lunch)
Where did they go on the field trip? (a desert)
Why did Youssef say sorry? (because he said something unkind and untrue)

6 Amir wrote an email to Hany to thank him. Read and complete

1 Ask students to read the first part of the email, ask *Have you ever written a Thank-You letter to anyone?* and show interest in the students' answers.
2 Check that students understand the language in the email and ask them to complete the email to Hany, based on what happened in the story.
3 Monitor and help when necessary.
4 Ask students to compare their emails with a partner.
5 Check the answers as a class and write various answers on the board. It's important that students see there are different possible answers.

Suggested answer:

I found a gecko / a reptile club.
I didn't know that geckos can be blue / the job herpetologist exists.
I really enjoyed the field trip / the talk.
Mariam liked the tortoises / the snakes.
It was fun in the desert near Cairo because I saw a blue gecko / I learned about the tools herpetologists use.



STUDENT'S BOOK page 154

7 Amir had a problem. What was it? How did he solve it? Look, read, and write

1 Make sure that students understand the language in the exercise, then ask them to look at the story again for the answers.
2 Monitor and help.
3 Ask pairs to ask and answer the questions aloud together.
4 Monitor and listen to the students speaking.
5 Check the answers as a class.

Suggested answers:

What was Amir 's problem?
Amir's classmates laughed at his pet lizard.
What was Dad's advice?
Dad suggested learning more about why reptiles are amazing.
Who did Amir contact? Why?
Amir contacted the reptile club so he could learn more about reptiles.
What did Mr Bassam do? How did this help?
Mr Bassem invited Hany from the reptile club to school. This helped Amir because all the children learned how amazing reptiles are.

8 What happened at the end? What made Youssef change his mind?

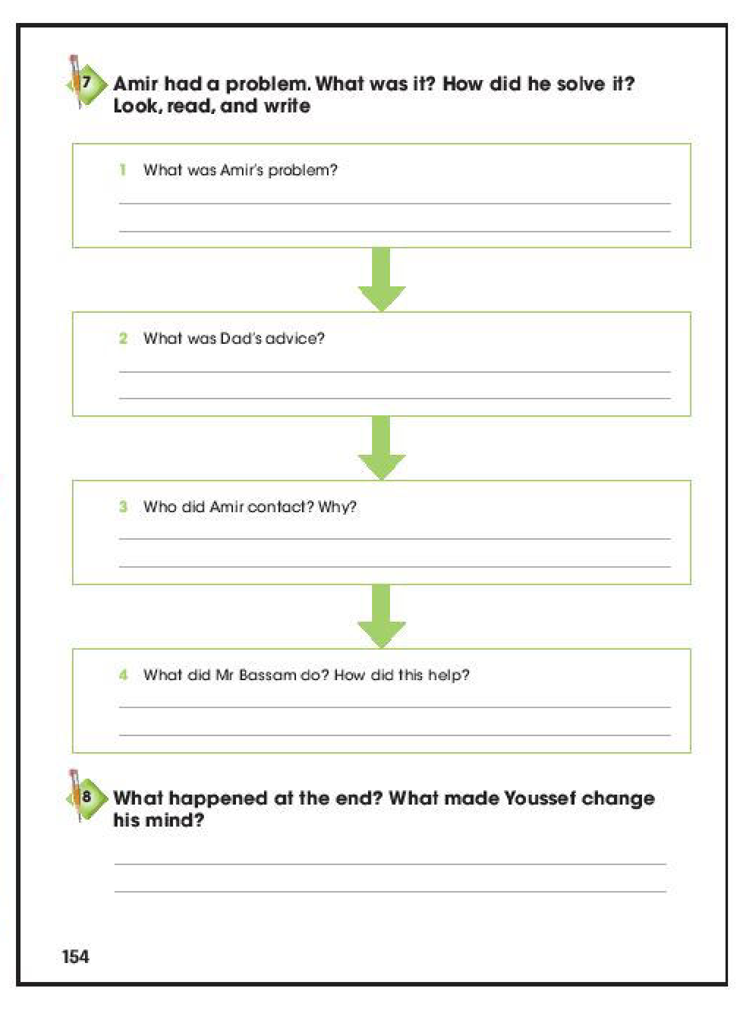
1 Read the questions with the class and elicit students' ideas. If you have a weaker class, then write some key information on the board.
2 Monitor, help, and check the spelling and structure of the students' writing.
3 Ask some of the students to read their summaries to the class.
4 Give praise for the students' good effort and good work.

Suggested answer:

At the end, Amir and Youssef are friends. Amir is happy and he invites Youssef to see and feed Lizzy at his house. Youssef changes his mind about Lizzy because he enjoys Hany's talk and learns about reptiles and realizes that they are amazing, not ugly.

Closing

- Put students into groups and ask them to practice and perform the story as a short play.
- If you have time, invite parents or other classes to see the play.


7 Amir had a problem. What was it? How did he solve it? Look, read, and write

1 What was Amir's problem?

2 What was Dad's advice?

3 Who did Amir contact? Why?

4 What did Mr Bassam do? How did this help?

8 What happened at the end? What made Youssef change his mind?

154

Board game

Board games are a great way of having students review vocabulary or grammar points in a fun and integrated way. It's also an excellent opportunity for you to move around the classroom and listen to students while they are working in groups and producing the language. Use the template provided on page 209 and complete it with either pictures of vocabulary learned (could be copied from flash cards) or grammar points, for which students have to produce a sentence. Once you have completed the template, you could color in the pictures or add some of your own. Make large copies of the board game for use in the classroom. Students should find a counter or button to use as their marker, then proceed through the board according to the number on the dice or spinner. When they land on a square they should say the word for the picture or produce a sentence. The other members of the group should decide if they're correct or not. If they're correct they can stay on the square, if they're not, they have to go back 2 squares. Be aware that you may be called on to give the final answer on this, so monitor to see if students need your help. Continue until someone reaches the end of the game and they're declared the winner.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. *toys*. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student, or to another student who tries to think of a different word.

Catch and say (2)

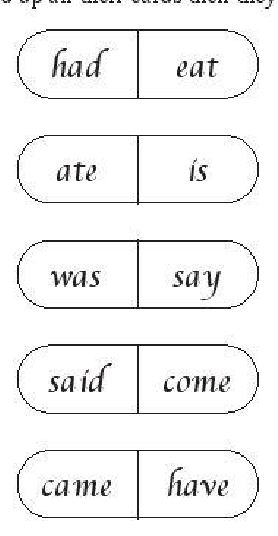
You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Dominoes

Prepare a domino template for use in class. It can then be reused with any vocabulary. Around 12 different cards for any game is good. See below an example with the past simple. Once you write in the relevant language, take copies of the cards so you have a set for every two students. Put the students into pairs and hand out a set of cards for each. They can play on their table or on the floor, whichever you think works best for your classroom. Tell them to have the cards face down and place one in the middle face up. They should then deal out 4 cards each, which only they can see. They play the game by fitting a card on either sides of the first card, making sure the verb forms match. If they don't have the correct match they can take another card from the remaining stack. Circulate and check that everyone is playing correctly and offer help as necessary. When one of the students has used up all their cards then they are the winner.



Don't complete Busy Bee

This is a spelling game. Stand at the board and write up dashes to represent the number of letters in a known word, e.g. for *protein* it would be 7 dashes. Students then suggest letters. If they're correct and form part of the word you start to add them into the word. If students are wrong, you start to build up a drawing of Busy Bee on the board – do it in the following way so that it should take 10 marks to make the complete body:

- 1 the main body as a circle
- 2-5 the arms and legs (each done separately)
- 6-7 the antennae one by one
- 8-10 eyes and mouth (each done separately)

This game practices spelling and also creates a sense of tension as the aim is for you not to produce the complete Busy Bee picture as that means you've won! Once students become more familiar and confident with the game they can think up their own words to be practiced and come up to the board. Do, however, always ask them to tell you the word so you can check the number of dashes and the spelling.



Go to the word or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, the students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabulary item, e.g. *board, book, chair, crayon, pencil* or *table* for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Guess the word

Put students into pairs and give them a set of cards so they have around six each. These can be copies of flash cards or other cards you may have used in previous lessons, like Domino cards. They should not show the cards to their partner. They should describe the word without saying it, so that their partner can guess what it is, e.g. *It flies in the sky, what is it?* and their partner should guess '*bird*'. Continue for a few turns. They could also play this in small groups. Play for a few turns.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Listening dictation

This is a fun activity to practice students' listening comprehension skills. Hand a sheet of paper and a pencil and coloring pens/pencils to each student. Then say that you will read out a text describing a scene, and they should draw the scene. Read everything once so students can get a general idea of what needs to be included on the page and where. When describing the scene make sure you say what color each item is (if you want to include revision of colors) and you should give an indication of where everything is in relation to other elements. For example, this scene would work well:

In my picture there's a house in the middle; the house has a red door and some flowers in the front garden; next to the house there's a big tree. Under the tree there's a little girl. She is playing football with a little boy, etc.

When you have finished reading aloud, give students some time to finish off, then read the whole scene again for them to check all elements. Give them some time to finish off final drawing and coloring, then have students show and discuss their drawings with others. Circulate and give praise.

Look and draw

Get students into two teams. Divide the board in half with your pen and ask a volunteer to come forward from each team. You have two sets of the vocabulary to be revised as prepared cards with the words on, but it must be vocabulary that can be easily drawn, e.g. *toys, parts of the body, furniture*, etc.

Ask for one person from each team to come forward and give them a card and a board pen. They cannot reveal what's on their card to their team – they should draw the word's meaning on the board and their team should try to guess what the word is (this can done by simply shouting out the word or raising their hands – whichever you think is best). The first team to guess correctly gets a point. The game then continues with new team members at the front.

N.B. Don't insist that every team member should come to the front as not everyone feels comfortable about drawing in front of others, but make sure that one team member (who might be particularly good at drawing!) doesn't dominate.

Matching cards

Use this game to practice and consolidate vocabulary or grammar. Take the flash cards or language point and make a copy of each item of vocabulary item (with a maximum of

around 12 items) or the beginning of a sentence (e.g. *I'm going*) from your class. On matching cards of the same size write either the word for the vocabulary item or the second part of the sentence (e.g. *to see my aunt on Saturday*).

Give out one set to each pair or group of three. Ask them to give the same number of cards to each student in the group. The cards in their hands should be faced down. The game then begins.

Each student takes turns to turn over 1 of their cards and put it in a pile in front of them. If any of the cards which are showing around the table, the first student to shout *Match!* and then say the word or the complete sentence takes all the two piles of cards which are matching. The game continues until all the cards are used and one person is declared the winner.

Memory game (1)

Use this game to practice vocabulary. You need a set of real items, e.g. *a doll, a teddy bear, a robot, a balloon, a car, a ball.* Place some of the items on a table and give the students a short time to look at them. Cover the items with a cloth, and ask the students to remember the items they saw.

Memory game (2)

Use this game to practice and consolidate vocabulary. Take the flash cards and make two copies of each item of vocabulary (with a maximum of around 12 items) from your class. There should be one set for use for every 2-3 students. Make sure that each card is exactly the same size and looks exactly the same when facing down as all the other cards – this is crucially important.

Give out one set to each pair or group of three. Ask them to place the cards face down on the desk or carpet in front of them, all spread out. The game then begins. The aim is to turn over cards and find matching pairs, so students must not move the cards around, just leave them where they turn them over (we remember position of things as well as the things themselves). Students continue, turning over cards and finding pairs. When they do find a pair, they should say the word and ensure that the other students can understand them. If this is the case they keep the pair of cards and have another go. The game continues until all the cards are used and one person is declared the winner.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. *robot*. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello, what's your name? I'm (Sara).* When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *h/hello, b/book* and *r/robot*, and elicit the letter sounds: */h/, /b/* and */r/*. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Move it

This is a form of Musical chairs.

Have the children sitting on chairs in a circle around you. If working with likes and dislikes say something like *Move if you like bananas.* Everyone who likes bananas needs to get up and move, but while they're moving you should take one chair out of the circle, so when they go to sit down, one person is unable to and is consequently out of the game. To stop that person feeling sad, bring them to the front to lead the next one, and whisper a facial feature for them to say e.g. *Move if you don't like football.* The game continues, with you removing a chair each time and the students scrambling to sit down. Make sure there are no students getting overly excited and being aggressive towards each other at this stage. Continue, giving instructions and removing chairs until just one student remains in the game. They are then declared the winner.

Pair work flash cards

Give out copies of the flash cards – one set for each group of three. Have students put the flash cards face down and take one by one – the student who takes the card should look at it and not show it to the others; they then describe it without saying what the word is – the others in the group have to guess, and the one who guesses correctly wins the card. They continue, with each student describing and the others guessing. The one with the most flash cards at the end is the winner.

Point to it

Use this game to practice vocabulary when you have real items, e.g. *food (or toy food), classroom items, parts of the body, clothes*. Choose one of the vocabulary items and say *Point to a (crayon)*. Students find and point to the item.

Point to the picture

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. *course characters*, *family members*, *animals*, *numbers*. Display the cut-out pictures. Say one for the words, e.g.: *daddy*. If students think they know which picture is *daddy*, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of *daddy*. That student says the next word and chooses the next student to come and point to it.

Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. *pencils*, *crayons* and *books*. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Sorting

Use this game to practice sorting items into different categories, e.g. *healthy and unhealthy food*. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. *a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side*. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Stand up if ...

Tell students to sit in their chairs but to pull them back a little from their desks. When you say a phrase that's true for them, they should stand up. If you are working with family vocabulary, say phrases like '*My family is big.*', '*I have two brothers.*', '*I don't have sisters.*', '*I have three cousins.*' etc. You can recycle language from earlier in the book, e.g.'*I have black hair.*', '*I have brown eyes.*', etc. As the game continues you could invite students, one by one, to come to the front of the class and say a phrase for the others to react to. Continue until the pace starts to drop.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says… touch your (nose)* and touch your own nose. The students touch their noses. Continue with *eye*, *hair*, *ear*, *mouth* and *hand*. Then say *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Tic Tac Toe

Draw a grid on the board, as per below:

1	2	3
4	5	6
7	8	9

Divide the class into two teams – the O team and the X team. Explain that the aim of each team is to achieve a line of their symbol going across the grid, which could be horizontally, vertically or diagonally. Tell them that when the game begins they need to choose which square, 1-9, they would like to focus on and say that you will be showing a flash card of a word from last class. If they say the word correctly then their symbol will be written into the square, but if they get the word wrong then the opposing team will have a chance to say it. You may want to ask individual members of the team at each turn, or you may allow the team members to work together to decide on the word – it's up to you, however, if you decide on the latter it makes it less likely that mistakes will be made and the outcome becomes a bit more predictable. The game continues until one team wins by creating a line of their symbols on the grid. You may like to have another two games so the final result can be decided by 'best of three'.

Tutti Frutti

This is a simple general vocabulary revision game for the beginning of class, so acts as a warmer or energizer if you prefer to use it later in the class. Get the students into groups of four and ask one of them to be the secretary and write a grid, for example the below. Then say you will give a letter from the alphabet and they have to complete the columns with a word beginning with that letter.

Animal	House	Clothes	Human body
snake	*sofa*	*shirt*	*skeleton*

It may be tricky for students to come up with words for some letters, so choose your letters carefully beforehand and have some possible answers in place. It's also a good idea to allow students to consult dictionaries for the game – this helps them with their dictionary skills.

Remind them to whisper their answers to each other so that other groups can't hear them and copy their words.

As soon as one group has completed all the columns they should shout '*Stop!*', then you can check their answers and give points accordingly. Continue with a few more letters, allotting points with the wins. At the end, declare one group the winner.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs. E.g. *One student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles*.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. *camel*, *elephant*, *giraffe*, *lion*, *monkey*, *snake*. Revise the vocabulary. Ask the students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. *board*, *book*, *chair*, *crayon*, *pencil* and *table*. Demonstrate with a confident student. Show the student an item, e.g. *a book*, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Wordsnakes

This is a fun consolidation of general vocabulary at the beginning of class or as an energizer during class: you start off two wordsnakes by just writing one simple word – one on the left hand side of the board and one on the right. The students line up at the side of the board to write up more words. They should simply write a word beginning with the end letter in the first word, e.g. if you write up '*cat*' they can continue with '*tree*' or '*the*' so that the wordsnake looks like this: *cattree*, then the next person has to write in a word beginning with *e*, etc. The students carry on, writing up words, then going back to the end of the line, etc. Continue until you feel the pace starts to drop, then ask students to sit down. Look at the wordsnakes as a class and read what you can all see. Give praise and quickly correct any spellings without drawing attention to who wrote the words.

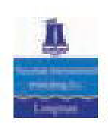
Word whispers

Use this game to practice vocabulary. You need a pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. *doll*, without letting the rest of the group see. The first student whispers: *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

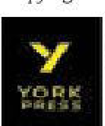
Cutouts

PULL	Nose	Full	Made
Look	Whose	Soup	Food
Should	Doll	Fox	Meat
Pot	Put	Coal	Moon

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